Bayh College of Education

Number of Programs Reporting: 16   **Participation Rate:** 100%
Total Number of Programs: 16   **Average Rating:** Mature

Score Summary

Data reflects evaluation of assessment practice as described by each academic program in their Student Outcomes Assessment and Success Report (SOASR). A new rubric was designed for evaluation starting with this AY 2021-22 assessment cycle that shifts from a numerical score to an evaluative rating.

Program	Dimensions of Assessment Practice Evaluated Using the SOASR Rubric				Overall Score	Prior AY Overall Score
	Learning Outcomes	Performance Measures & Benchmarks	Results & Analysis	Continuous Improvement		
BS Elementary Education	M	M	E	E	**Exemplary**	Mature
BS Special Education	M	E	E	E	**Exemplary**	Mature
MEd Teaching & Learning	M	D	M	M	**Mature**	Mature
EdS School Administration	M	E	M	E	**Exemplary**	Exemplary
MEd School Administration	M	M	M	M	**Mature**	Exemplary
PhD K-12 Leadership	M	M	D	M	**Mature**	Mature
MS Student Affairs Higher Education	M	M	D	D	**Mature**	Mature
PhD Higher Ed Leadership	M	M	D	M	**Mature**	Mature
Human Dev & Family Sciences BS	M	M	M	M	**Mature**	Mature
BS Communication Disorders	M	M	M	M	**Mature**	Mature
MS Speech Language Pathology	M	M	M	E	**Mature**	Mature
MS Clinical Mental Health Counseling	M	E	M	E	**Exemplary**	Mature
MEd School Counseling	E	E	E	E	**Exemplary**	Exemplary
EdS School Psychology	M	E	M	E	**Exemplary**	Exemplary
PhD School Psychology	M	E	M	E	**Exemplary**	Exemplary
Mode Score	**Mature**	**Mature**	**Mature**	**Exemplary**	**Mature**	Mature

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Student Learning Outcome Achievement Summary

This data represents student achievement of learning outcomes that were evaluated this cycle in aggregate. It is not evaluated, and it is not included in the evaluation of assessment practice scores above. Faculty are encouraged to report accurate findings in order to best pinpoint issues and plan for improvement. As such, these data should be used only for reference and planning, rather than as a proxy for program success/strength.

SLO Achievement

Legend: ■ Met All ■ Met Most ■ Met Half ■ Met Few ■ Met None ■ No Data ■ Cannot Evaluate
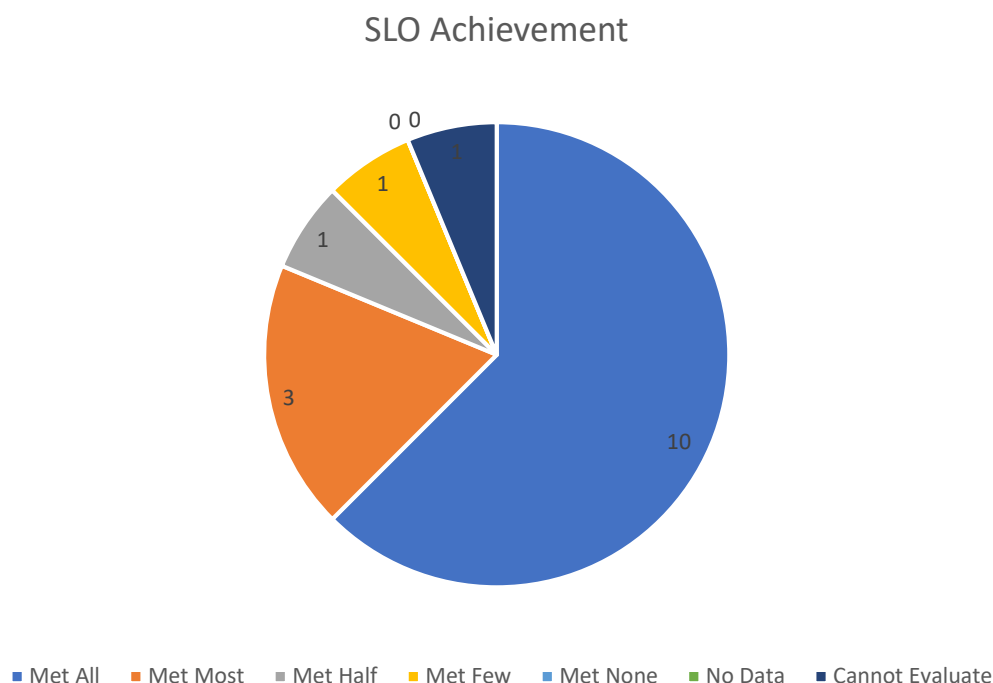
Key:
Met all = All expectations* for student learning outcomes achievement were met or exceeded.
Met most = More than half but not all expectations* for student learning outcomes achievement were met or exceeded.
Met half = Half of all expectations* for student learning outcomes achievement were met or exceeded.
Met few = Less than half of all expectations* for student learning outcomes achievement were met or exceeded.
Met none = No expectations* for student learning outcomes achievement were met or exceeded.
Cannot evaluate = Some aspect of the information provided made it impossible to evaluate data fairly.

*Faculty of each program set program-specific expectations for student achievement of learning outcomes. Expectations vary widely from program to program; however, they are generally found to be reasonable.

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AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   OPTION A: TABLE FORMAT

Academic Program:	M.Ed. Administration & Supervision				Date:	October 24, 2024
Author(s):	Bobbie Jo Monahan					
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.						
How is this program offered? If "Both," data should be disaggregated by campus and distance students.					___ Campus ___ Distance __X_ Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
NELP Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. **ISTE 2c.** **IN 3.5** using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts	EDLR 758- Principal Internship	During the internship, EDLR 758 interns undertake one major action research project that will help a school wide issue at the host school of their internship.	Action Research Grade	80% of students will score a B or above.	**Fall 2023** n=26 **Spring 2024** n=26 All students earned a B or above.	2022-2023 was a baseline year, as it was included in that data pull. Starting with this new three-year cycle 2023-2024, this indicator will be assessed every three years for trend analysis.
NELP Component 1.1: Program completers understand and demonstrate the	EDLR 681- The School Principal: Leadership	Vision/Mission Activity Students are to research the Vision and Mission of their school districts/and	Rubric	80% of students will be at the meets or	**Spring 2024** n=30 18-Meets Expectations	2022-2023 was a baseline year, as it was included in that data pull. Starting

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capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community **ISTE 2a.** **IN 2.1** cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision	for Changing Schools	or schools. The student will then summarize the process of the creation and implementation of their schools' current Vision and Mission statements. The student should include a discussion of how the Vision and Mission statements reflect the district/school's community in areas of diversity and equity. Students may include interviews from district, school, and classroom leaders. (APA, 5-8 page essay, double-spaced).		exceeds level.	12-Exceeds Expectations 100% of students were at the Meets or Exceeds level All students rated Meets, with one student exceeding in the areas of **IN 2.1** cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision	with this new three-year cycle 2023-2024, this indicator will be assessed every three years for trend analysis.
NELP Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for academic and nonacademic student programs **ISTE 6a.** **IN 5.2** establishing rigorous academic goals and priorities that are	EDLR 683-Leadership for Learning Curriculum, Instruction, and Assessment to support improved student performance.	Challenging State Academic Standards-Implementation and Monitoring "Students are to research the implementation of challenging state academic standards in their school districts. What processes are in place to ensure that all students have	Rubric	80% of students will be at the meets or exceeds level.	**Spring 2024** n=6 3-Meets Expectations 3-Exceeds Expectations 100% Meets Expectations or Exceeds Expectations. **Summer 2024** n= 12	2022-2023 was a baseline year, as it was included in that data pull. Starting with this new three-year cycle 2023-2024, this indicator will be assessed every three years for trend analysis.

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accepted as fixed and immovable		opportunities to learn the higher levels of standards? How are districts and schools monitoring the implementation of the standards? Students should summarize the district's implementation of the standards, including the strengths and weaknesses of the process. Interviews of district, school, or classroom leaders may be helpful. Students will write a 5-10 page essay. The essay should be APA format."			9-Meets Expectations 3-Exceeds Expectations 100% Meets or Exceeds Expectations.	

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Two primary insights gained from the learning outcome assessment are: 1-What is going well includes the consistent "meets or exceeds" expectations. As the advisor, instructor, and university supervisor, I work very closely with ALL students to ensure success. If an assignment or action research submission needs improved, I work one-on-one with the student to improve the end result. 2-Another aspect that is going well, includes the Enhanced opportunities for all students in the M.Ed. program creating a collaborative networking experience for all students for growth and development via rich discussions and sharing of clinical experiences. The inclusion of district level practitioners in M.Ed. courses has been an added asset to the coursework and success.

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	3-The connections and networking with the school Site Supervisors has proven to be a success with the continued attention and support of professional training and support by the University Supervisor.

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The program is currently year-round open enrollment. The culminating experience is at the end of the program-The Internship. At this time, the students in the program become a cohort of interns for both fall and spring consecutive semesters. Several students may have summer courses to complete the program after the internship experience. In addition, several students in the program have a master's degree and are seeking certification only, so they may not need as many courses as those seeking the Master of Education.
	There has been significant increase in Non-Degree students seeking the licensure due to the increased need for building leaders in the state. Blue Reports does not identify the Non-Degree students who are part of the internship cohort as separate, therefore, it is difficult to identify those students who are either on the Non-Degree track or have courses to complete the program after the internship. This issue has been discussed at the department, college, and university levels.
	A significant indicator of success includes the Indiana Department ETS licensure exam. The data from 2023-2024 includes:
	M.Ed. Administration & Supervision - 100**% pass rate.**

Academic Year (September 1 to August 31)	Total Number of Candidates Enrolled in the Program		Subset of Program Completers
2021-2022	Fall 36	Spring 56	19
2022-2023	Fall 50	Spring 54	33
2023-2024	Fall 41	Spring 48	20

*Completers listed do not include Non-Degree Students

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What student success indicators are concerning?	Data on distance majors are showing a disproportionate predominance of white/Caucasian students in our M.Ed. degrees program, and notwithstanding the modest increase noted above of Black and Hispanic/Other candidates, and mindful (sadly) that our industry reflects this majorized phenomenon, this still concerns us as a program, department, and college. This is why we are working activity in efforts to diversify our faculty and students, which over the past few years have been through intentional hiring and even supporting a pre-doctoral fellow who was with us for a time, before he returned to his school he founded for more localized service in an urban area. In addition, we have moved all coursework, except the culminating internship experience, to an asynchronous platform. We piloted the all online course offering the Fall of 2023. The feedback was positive which included: • I loved the flexibility to do the assignments when it fit on our schedule. Dr. Monahan made the expectations and routines known early on, so I knew when to look for weekly assignments. Samples were given for graded assignments, which was a tremendous help. Periodically, there would be a Zoom meeting for anyone who wanted to pop on to ask questions or get to know their colleagues a bit better. I always felt comfortable to seek additional support if needed. This has been such a rewarding class. I have learned many valuable takeaways to strengthen my leadership abilities. • The freedom and academic discourse. I really enjoyed the freedom to complete my assignments on my own time throughout that week. • The readings, the responses (I learned a lot from my peers), and the assignments were relevant. • I think the course had a great layout and I was able to get the resources I needed and followed the presentations with no issues. The class also had a great group of people with different backgrounds so it was nice to see the different perceptions. • I feel like I will use A LOT of what I learned in my future endeavors as an administrator. Everything we did seemed relevant and it was obvious Dr. Monahan carefully selected all of our course materials.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data*	

by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Recruitment of diverse students was and continues to be a focus for the program. Update: *We have increased efforts in diverse recruiting strategies partnership opportunities in Emerging Leaders Initiatives (professional development for non-traditional and minoritized leadership groups), as well as targeted advertising through the Indiana Association of School Principals (podcast spots and Indianagram advertising). We have also been mindful to ensure diverse faculty presence, to the best of our abilities, and have engaged in honest and frank conversations about the racial and ethnic demographic of current candidates and professors/instructors.*
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Continue to have discussions with EDLR K-12 faculty, stakeholders, and current and former students and be willing to think differently about programming, teaching, and assessing. I seek feedback continuously during in-person visits with intern supervisors in the field.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	I am currently working with the BCOE Graduate Director to partner with faculty in both ACES and Teaching & Learning to offer a more intentional, purposeful, and practical research course for the M.Ed. students.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Continue the work of transitioning to only the Indiana Standards through an intentional alignment of Indiana Content Standards for Educators with NELP Standards in the rubric used to measure candidate competencies. The M.Ed. assessments could well-use a repurposed selection of which indicators align more accurately with which assessments, in terms of what the assessment should be measuring, and how best to accomplish that. Continue to streamline the variety of assessments and reporting obligations we have as Program Directors and university faculty. Possibly, we are simply not as efficacious as we should be with assessment, and this might merit some critical conversation of our own.

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Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Continued work with the Graduate Student Service, BCOE Dean's office, IASP, and ISU Admissions.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Administration & Supervision MEd

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Clear alignment of program to the NELP standards	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	LOs are really compound, which can make it hard to ensure all aspects of the LO are measured. Review assessment strategies to ensure comprehensive measurement of all aspects of the LOs.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Good notes on the richness of the assignments used for measurement.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

Results & Analysis				
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders	I saw the note about potentially reviewing and adjusting assessments – let me know I can be of help!	Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24
Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports **(SOASRs)** are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

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AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   **OPTION A: TABLE FORMAT**

Academic Program:	Clinical Mental Health Counseling		Date:	11/1/24
Author(s):	Amanda White Ph.D., LMHC			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			X___ Campus ___ Distance ___ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
G1. Demonstrate professional communication proficiencies.	COUN 739D Internship	Students are asked to complete an oral examination in both 739D and 740 to demonstrate knowledge of clinical work and to demonstrate professional communication about their clients.	A rubric is provided for the oral exam. The same rubric is used in both courses to determine growth from fall to spring semesters. The rubric describes professional oral staffing: Format is succinct, well-organized, and client/treatment driven. Supervisory questions are thoughtful and meaningful to treatment, individual theory,	100% of students will achieve a score of 80% or higher.	Mean score of 93. Eight out of 11 students earned a B+ or better. (N=11).	Mean score was 99.05 100% of students earned a B+ or better. (N=10).

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			and professional growth.			
	COUN 740 Advanced Internship				Mean score was 98. 100 percent of students earned a B+ or better. N= 9.	Mean Score was 98.4/100 100% of students earned a B+ or better. N=10.
G2. Engage in and meaningfully contribute to diverse and complex communities and professional environments.	COUN 739D Internship	Students are asked to complete an oral exam. Within this exam, students are asked to discuss the multicultural considerations of the client they are working with through the lens of the RESPECTFUL Model.	A rubric for the oral exam clearly delineates multicultural considerations: Comprehensive MC data gives the reader a clear mental picture of the client. Counselor comprehensively follows the RESPECTFUL model and includes considerations about how these MC may impact the client in sessions	100% of students will achieve a score of 80% or higher.	Mean score of 93. Eight out of 11 students earned a B+ or better. N=11.	Mean Score was 99.05 100% of students earned a B+ or better. N=10
	COUN 740D Advanced Internship				Mean was 85.3 60 percent of students earned a B+ or better. N=5.	Mean score was 99. 100 percent of students earned a B+ or better. N=9.

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	In regards to GSLO 1, an analysis of the findings from COUN 739D and 740 indicates that there was an improvement in the professional communication proficiencies of our students. In years past, this class went from being focused mostly on bookwork to supervision in class where students were allowed to discuss cases and get each other's input. I believe that this change that I made is what contributed to better scores on the oral exams for this course. These changes will continue to be implemented. These changes in class delivery will continue to be monitored for effectiveness. In regards to GSLO 2, an analysis of the findings from 739D and COUN 740 indicates that students better understand their clients from a multicultural perspective. Students are also better prepared to discuss their multicultural awareness about their clients due to weekly discussions of the RESPECTFUL model. Faculty have also implemented this model in multiple classes across the program. I have also incorporated this model into the school counseling practicum course. There was a significant improvement in this GLSO for CMHC students, which means the changes must be maintained within the classroom. Providing students with knowledge about multicultural awareness must be maintained as well as encouraging open lines of communication to allow students a safe place to have discussions about diversity and multicultural considerations.

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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

<table>
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<td>What student success indicators are strong or trending positively?</td>
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A. We have more school-based opportunities than we have had in the past. For the next year, we will continue to cultivate those internship opportunities for our students. All of our students are placed on internships for the 2024-2025 school year. One of those sites continues to be a school we have used in the past.

B. All of our students successfully graduated in 2024 and 90% (by self-report) of them went on to pursue full-time employment.

C. An electronic medical record has been established. This is up and running and our clinic coordinator will be trained on clinic source this semester.

D. As far as current success this is demonstrated by enrollment numbers, degrees conferred, NCE pass rates, and retention numbers.

Statistic	2021	2022	2023	2024
Number of Applicants	30	54	61	83
Applicants Accepted	12	15	12	12
Number of Students Enrolled	17	23	17	16
Number of Graduates	15	5	9	10
Completion Rate	82%	100%	100%	No data yet
Job Placement Rate	100%	100%	No data yet	No data yet
NCE Pass Rates	87%	100%	No data yet	No data yet

* Per self- report all ten students who took the NCE last year passed.
* Our number of applicants has increased since 2021

A. Based on the data in our Program Profile, while we are a Master's Degree program that requires more average total credits to degree, we also have fewer average years to graduation. This shows that despite the rigor of our program, our students are successful and graduate on time.

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Average total credits to degree and year:

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-2024
University Masters Programs:	48.5	47.9	47.0	
Major:	61.2	60.7	60.3	

Average years to graduation:

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-2024
University Masters Programs:	2.4	2.4	2.3	
Major:	2.1	2.0	2.1	

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What student success indicators are concerning?

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We are still faced with not being able to accept more students into each cohort due to a lack of faculty. Our students are successful during the program and after graduation with almost all going on to pursue doctoral degrees or full-time employment, but we are limited in the number of students we can accept due to a lack of full-time faculty and relying on adjuncts to help teach and with supervision.

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Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*

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All second-year CMHC students have been endorsed to sit for the NCE exam in the fall of 2025.

All students from the May 2024 graduating class passed (by self-report) the NCE.

All second-year CMHC students have been approved to start internships in the Fall 2024 semester due to their success in practicum during the Spring and Summer 2024 semesters.

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3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	GSLO G.4 Achieve Mastery of the Knowledge required in their discipline or profession: Last year the focus was on COUN 710. There have been many changes to this course to make this more effective for our students. The use of clearer rubrics has proven to be effective for students. I have been helping the adjunct teaching this course to find materials outside of the textbook that are relevant to today's students. Updating materials and providing clear rubrics have influenced student learning. Two years ago the mean on one of the major assignments (Community Advocacy and Program Evaluation) for this course was 91 and this past year the mean was 95. All students earned a B+ or better. Students are showing improvement in learning. An additional assignment was also added to this course to help the students understand the difference between research and program evaluation**. See the attached document below.**
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	The next course of action will be to find a more up-to-date textbook for COUN 710. Students need relevant materials and the current textbook is from 2018/2019. To achieve the GSLO of mastery and knowledge, students need current and relevant information. There are lots of exciting changes in the field of counseling which are reflected in more current textbooks. I have found a more up-to-date textbook and am going to review that. This new text also has a specific chapter on program evaluation that would be useful for the students.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	The main support that we will continue to need is adjuncts like the one teaching COUN 710, who have a passion for helping our students to be successful.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Over the past two years, much time has been spent on developing the 710 course. Once a new textbook has been chosen I believe this class will not only meet CACREP standards more effectively but will also more closely align with the Graduate Student Learning Outcomes. Moving forward to next year I will focus on two courses that could benefit from demonstrating professional communication proficiencies (COUN 739D) and

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	contributing to diverse and complex communities and professional environments (COUN 740). These are the two courses I have chosen to focus on. I plan to look at this year's data, last year's data, and next year's data as a comparison. In last year's report, I stated that I wanted to look at learning outcomes for COUN 635 in terms of GSLO achieving mastery of skills (including using appropriate tools) required in their discipline or profession. My focus has shifted to other courses but this will be a course that I continue to monitor and would like to examine more next year. I have been working with the career center on assessment tools my students might use when providing career counseling.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	A. Each faculty will be responsible for collecting key data points in their classes. B. That data is shared in Teams and discussed through area meetings on a bi-weekly basis. C. Data is shared with outside stakeholders through the program website and ISU Assessment website. D. We also share our accreditation report each year on our program website.

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Program Evaluation Paper: (50 pts)

Review **Chapter 7 from Principles of Community Engagement: Program Evaluation and Evaluating Community Engagement.** This chapter helps to provide an overview on program evaluation.

You will find additional readings under the files tab in Canvas, within the folder titled Program Evaluation. Please also review these articles before completing your paper.

Once you have reviewed/read these resources, complete a 2 to 3 page paper including the following:

1. Discuss the role and function of program evaluation for mental health counselors.

2. Discuss the differences and similarities between research and program evaluation and why the differences/similarities are important to counselors working in the mental health field.

3. Please incorporate the book chapter above and at least 2 other resources relevant to program evaluation. You can include the additional program evaluation resources in Canvas for the additional resources, or you are welcome to find your own resources/ additional articles as long they relate to the topic.

4. Please complete your paper in APA 7 format, including title page, references and in-text citations.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Clinical Mental Health Counseling MS
Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Good use of analytical rubrics that align directly to each individual outcome. Excellent strategy employing 2 points of measurement to observe fall to spring improvement.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described	The number of students that earned a B+ or better was noted in the results, but there wasn't a specific indication of whether all students met or exceeded the performance goal (100% of students exceeding 80%, or a B-). This isn't a problem, but it does make it hard for me to know for sure whether performance goals were fully or partially met.	Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Demonstrated commitment from program faculty to ongoing assessment and use of assessment to inform practice and improvement. It's notable that even while students continue strong achievement, faculty are regularly reviewing student outcomes, curriculum, and teaching to make adjustments to further strengthen practice and outcomes.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   **OPTION A: TABLE FORMAT**

Academic Program:	BS in Communication Sciences and Disorders	**Date:**	10/31/24
Author(s):	Vicki Hammen and CD faculty		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		_x__ Campus ___ Distance ___ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	**Assignment/Activity**	**Evaluation Tool** i.e. rubric, exam key, preceptor evaluation, etc.			
LO 1.1 Students will use the International Phonetic Alphabet (IPA) to accurately transcribe typical speech	CD 211	Transcription quiz of front vowels, back vowels, and stops/nasals	Quiz score	80% of students will receive a 70% or better	14/18 students met the 70% or better requirement (77% of students) Scores ranged from 58% to 103% [there were extra credit items]	In 2023, 18/18 students received 70% or better on the average of the quizzes for front vowels, back vowels, and stops/nasals with scores ranging from 70% to 106%
LO 2.2 Students will use appropriate linguistic terminology to describe components of a language sample	CD 213	Course project conducting and reporting a language sample utilizing linguistic terminology	Rubric score	Students will earn a score of 80% or better	16 out of 20 achieved 80% or better Points earned ranged from 21/40 to 40/40.	This was the first time evaluating this LO so no prior data was available for comparison.
LO 5.2 Students will accurately administer a standardized speech and/or language assessment as part of a class simulation or during provision of clinical services	CD 311 and CD 411	In CD 311 and then in CD 411 the following semester, students complete a three-part project. Part 1 is administering a speech or language test to a partner and score it. Part 2 (311)	Rubric score	The question to be determined is: Would student perform equal or better on the	40% of students had higher scores on the Part 1 in CD 411 and 60% had lower scores. For Part 2 or 2 & 3, 20% of the students' scores increased from CD 311 to 411.	

Updated May 2024

		or 2 & 3 (411) requires interpretation the results of the test by explaining scores, identifying strengths and weaknesses, and identifying a diagnosis.		CD 411 project after completing a similar type of project the semester prior in CD 311?	

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	LO 1.1: The 70% benchmark was chosen because the course is not taken only by CSD majors. The instructor has noted sometimes students who are non-CSD majors do not put forth the effort/time needed to grasp the phonetics concepts. For those that are CSD majors, 211 is one of their first classes in the major and sometimes when they take the class has an impact on how well they perform. Students that enter ISU with a substantial amount of dual enrollment credits can begin the sequence of courses in the major in fall of their freshman year vs. fall of their sophomore year. Some students that opt to begin the major courses early in hopes of completing their degree in three years are not prepared for the performance expectations in the courses. One student clearly did not understand what she was supposed to do on the quiz so her score may have brought the average down. However, the instructor noted that more students who are performing poorer overall in 211 this fall (24) compared to fall 22 and fall 23.
	CD 213: Many students are performing very well on this assessment item. 11 out of 20 students earned 90% or better. The benchmark of 80% may need to be increased in the future. Potentially, components of the rubric could be analyzed to identify if there are any specific issues not captured in the overall score.
	CD 311/411: The same instructor taught both classes and can verify that the student's ability to determine a raw score and covert that to a standard score, percentile rank, etc. did improve from CD 311 to CD 411. This was not captured when just looking at the overall grade. The grading rubrics were not retained after project grades were entered so data to verify the instructor's impression

	of student skill was not possible. Part 1 in CD 411 involved in depth coding of phonological processes which was not part of part 1 in CD 311. If students had difficulty, it was in coding. This could account for the grades being lower in CD 411. It was discussed that looking at individual components of the rubric might provide more insight into student performance.

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Our 1st year retention rates, either for Latest (84.21%)or Original Department (83.25%) remain higher than the university's rate of 68.55%. This is encouraging since many of the courses in the major are considered to be challenging. Despite rigorous courses the content and/or faculty are engaging enough for students to persist in the major. While the Four Year graduation rates are still more than 20% higher than the university average, it does not appear that the data in the system is accurate as the report only indicates six graduates when the program faculty are aware that all ten students in the major completed their degrees on time. The DFDR (3.05%) and F (2.29%) rates for Fall are relatively low. It was encouraging to see that the rates were even lower for Spring 2023 (1.45% and 0%), respectively. Spring is when two of the more challenging classes in the major are taken so a low DFDR rate is a positive trend.
What student success indicators are concerning?	We are still have fewer students declaring the major as compared to previous years. Increasing the number of diverse students declaring the major continues to be a challenge. The impression of the instructor about students generally performing lower in CD 211 is a concern.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data*	Not reflected in the data obtained from the Program Data Profile is that 80% of the CSD seniors opted to remain at ISU for their graduate degree in Speech-Language Pathology.

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by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	One of the suggestions from the last report was to examine ranges of scores and to breakdown some of the analyses from the Calipso tool into specific skill areas rather than just looking at the overall score change. We feel the range of scores was more informative to the faculty. Not reflected in direct data, but the participation of students in the clinic during their senior year is viewed very positively by the students.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Our top priority is recruiting more students into the major which, indirectly, means to ISU. Given that our major at ISU is one of the few that offers direct clinical experiences as part of the undergraduate program, this should be a strong marketing point. We have dedicated a portion of an instructor's workload to a 'community liaison' role. She has been in contact with approximately ten high schools in the region to provide recruitment talks. She has learned that school prefer digital materials that can be shared with students rather than campus visits. We are working on developing a digital presentation for distribution. CD faculty are participating in majors fairs held at ISU to recruit new or existing ISU students to commit to the Communication Sciences and Disorders major.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	We have been given support for the Community Liaison role by the college administration. Seeking external support for video development may be necessary to achieve the aim of a professional presentation for high school students.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	As noted above the opportunity to have direct clinical experiences is a relatively unique experience for undergraduates in a Communication Sciences and Disorders major. This experience distinguishes ISU from other institutions in the state, but we have not identified methods of data collection for this experience other than skills ratings. This year the course instructor had students complete a reflective journal so we will be looking at ways to incorporate that activity in our data collection efforts. We examined data from Learning Objectives 1, 2, and 5 this year so next cycle we will examine LO 3, 4, and 6.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The Communication Disorders faculty jointly review the feedback from the previous cycle and determine the learning outcomes to assess this cycle. A link to the Assessment website and reports is available for stakeholders on the Communication Disorders website.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Communication Sciences & Disorders BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum *– in some cases* Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.	Good note to look at rubric component scores in addition to composite scores in order to better understand how student performances relate only to the LO in question.	The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described	Good notes on how faculty interpreted the results. Re: 211, it's okay to remove the non-CSD students from the reported data. This is typical in reports like these since the outcome analysis is at the program level. Overall, this data informs whether graduates of the CSD program have satisfactorily mastered to program LOs, not simply accumulated a sufficient GPA and fulfilled requirements to graduate. If you do want to report non-CSD student data in order to retain it year-over-year, you could disaggregate it in the reporting.	Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Good notes on how the Community Liaison role has been established to support program success goals.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders	I noted the concern that there may have been an error in the data in the program profile re: 4-year graduation rates. Please check this with the live information in Blue Reports. If the error persists, I encourage you to reach out to IR to discuss it.	Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   OPTION A: TABLE FORMAT

Academic Program:	Undergraduate Elementary Education	Date:	11-22-24
Author(s):	Debra Knaebel		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		_X_ Campus ___ Distance ___ Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	**Assignment / Activity**	**Evaluation Tool**			
Outcome 2.1: Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concept from reading language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	**Licensure Exam**: Reading, Language Arts, and Social Studies subtest	Standardized exam *passing scores for each section are not provided separately by ETS	Licensure exam: Reading and LA portion of the subtest	Candidates must attain a score of 160 or better to be deemed proficient. *At least 80% of students in the program will attain this benchmark on their first attempt.*	**Fall 2023**: N= 12; 6/12 (50%) of candidates in the program attained a score of 160 or better on the Reading, LA, and Social Studies licensure exam. **Spring 2024**: N=11; 8/11 (72.7%) of candidates in the program attained a score of 160 or better on the Reading, LA, and Social Studies licensure exam. **Overall**: 15/22 (68.1%) of candidates in the program attained a score of 160 or better on the Reading, LA, and Social Studies licensure exam. School Year: **2023-2024**: 15/22 (68.1%)	**Fall 2022:** N=13; 12/13 (92.3%) of candidates in the program attained a score of 160 or better on the Reading, LA, and Social Studies licensure exam. **Spring 2023:** N=41; 33/41 (73.3%) of candidates in the program attained a score of 160 or better on the Reading, LA and Social Studies Licensure exam. **Overall**: 45/54 (83.3%) of candidates in the program attained a score of 160 or better on the Reading, LA, and Social Studies licensure exam. School Year: **2021-2022**: 80/93 (86.0%) **2022-2023**: 45/54 (83.3%)
Outcome 2.3: Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations,	**Licensure exam**: Math and Science subtest	Standardized exam *passing scores for each section are not provided separately by ETS	Licensure exam: Mathematics portion of the subtest	Candidates must attain a score of 158 or better to be deemed proficient. *At least 80% of students in the*	**Fall 2023**: N=6; 4/6 (66.7%) of candidates in the program attained a score of 158 or better on the Math and Science Licensure exam. **Spring 2024**: N=13; 8/13 (61.5%) of candidates in the program attained a score of 158 or better on the Math and Science Licensure exam.	**Fall 2022**: N=14; 10/14 (71.4%) of candidates in the program attained a score of 158 or better on the Math and Science Licensure exam. **Spring 2023**: N=45; 30/45 (66.7%) of candidates in the program attained a score of 158 or better on the Math and Science Licensure exam.

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algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage in problem solving, reasoning, and proof, communication, connections, and representation.				*program will attain this benchmark on their first attempt.*	**Overall**: 12/19 (63.2%) of candidates in the program attained this evaluation criteria. **2023-2024**: 12/19 (63.2%) of candidates in the program attained this evaluation criteria.	**Overall**: 40/59 (67.8%) of candidates in the program attained this evaluation criteria. **2021-2022**: 58/70 (82.9%) **2022-2023**: 40/59 (67.8%)
Outcome 5.1: Professional Growth, Reflection, and Evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	**ELED 250**: Classroom Management	Professional Dispositions used in ELED 250, ELED 400, and ELED 451 Completed by Coaching / Supervising Teachers	A four-level rubric.	Using four-level rubrics, candidates must attain a score of "3" on each criterion to be deemed proficient.	**ELED 250** – Sophomores/juniors **Fall 2023**: 48/52 (92.3%) of candidates earned a score of "3" or higher on this criterion. **Spring 2024**: 29/32 (90.6%) of candidates earned a score of "3" or higher on this criterion. **Overall**: 91.45% of candidates in the program attained this benchmark.	N/A
	ELED 400: Theory to Practice				**ELED 400 – TOTAL Semester** **Fall 2023**: 43/45 (95.6%) of candidates earned a score of "3" or higher on this criterion. **Spring 2024**: 81/92 (88%) of candidates earned a score of "3" or higher on this criterion. **Overall**: 91.8% of candidates in the program attained this benchmark.	N/A
	ELED 451: Student Teaching				**ELED 451 – Student Teaching** **Fall 2023**: 28/29 (96.6%) of candidates earned a score of "3" or higher on this criterion. **Spring 2024**: 87/91 (95.6%) of candidates earned a score of "3" or higher on this criterion. **Overall**: 96.1% of candidates in the program attained this benchmark.	N/A

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	The undergraduate Elementary Education program recently underwent revision based on assessment data and also changes to requirements in legislation (i.e. Science of Reading). Unfortunately, ETS does not provide passing scores for each section of the licensure subtests. Below is a discussion of Reading/LA and Math which will include some Social Studies and Science data. Comparing last year's data to this year's data, it looks like both Reading/LA/Social Studies and Math/Science scores have dropped significantly.

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The minimum passing score for Reading, Language Arts, and Social Studies subtest is 160. When looking at the raw scores for candidates who did not pass this subtest, many of the students were just a few points away from passing. Of the 7 candidates that did not pass this past year, only one student had a score in reading/LA lower than 50%. Only five students had higher scores in the social studies content over the reading content.

Below is a chart comparing the 4 lowest passing scores to the 7 who did not pass.

Score	Reading pts.	Reading %	Teaching Reading pts.	Teaching Reading %	Social Studies pts.	Social Studies %	Teaching SS pts.	Teaching SS %	Avg.
168	35/51	68.6%	32/48	66.7%	18/27	66.7%	18/27	66.7%	67.2%
166	39/51	76.5%	36/48	75%	13/27	48.1%	13/27	48.1%	61.9%
165	37/52	71.1%	37/52	71.1%	19/28	67.9%	19/28	67.9%	69.5%
162	39/52	75%	39/52	75%	15/28	53.6%	15/28	53.6%	64.3%
157	33/52	63.5%	33/52	63.5%	18/28	64.3%	18/28	64.3%	63.9%
154	36/51	70.6%	34/48	70.8%	10/27	37%	10/27	37%	53.9%
154	33/51	64.7%	30/48	62.5%	16/28	57.1%	16/28	57.1%	60.4%
154	30/52	57.7%	30/52	57.7%	16/28	57.1%	16/28	57.1%	57.4%
150	32/52	61.5%	32/52	61.5%	15/28	53.6%	15/28	53.6%	57.6%
146	28/52	53.8%	28/52	53.8%	13/28	46.4%	13/28	46.4%	50.1%
136	24/52	46.2%	24/52	46.2%	11/28	39.3%	11/28	39.3%	42.8%

The light blue indicates percentages that are at or above the approximate percentage needed to "pass" with a 160. The approximate % cutoff for a passing score during 2023-24 is around 65-66%.

In general, students who just barely pass the reading, language arts, and social studies subtest score between a minimum percentage of 75% in reading/LA and 53.6% in social studies. A rough estimate indicates that to pass the reading, language arts, social studies subtest students need to score about 66% of the possible points in both literacy and social studies. Looking at last year's data, that rough estimate was at 60% of possible points to pass. This indicates an increase in passing percentage from previous years. Looking at the average across all scores, keeping last year's 60%, then only five students (compared to last year's nine) made less than 60%.

This change in lowest passing percentage to make the minimum 160 pass score could explain the significant drop in the reading/LA and Social Studies scores. As we roll out our new Science of Reading courses, these scores merit watching.

The Math and Science subtest pass rate (63.2%) continues to be concerning to the elementary education faculty. The minimum passing rate for this subtest is 158.

The below chart compares the scores of those that did not pass with four that just passed with 160 or 158:

Score	Math pts.	Math %	Teaching Math pts.	Teaching Math %	Science pts.	Science %	Teaching Science	Teaching Science %	Avg.
161	26/42	61.9%	20/30	66.7%	21/28	75%	21/27	77.8%	70.4%
158	23/42	54.8%	16/31	51.6%	22/28	78.6%	18/24	75%	65%
154	26/42	61.9%	16/30	53.3%	15/28	53.6%	13/25	52%	55.2%
154	26/42	61.9%	17/30	56.7%	15/28	53.6%	15/25	60%	58.1%
151	25/42	59.5%	17/30	56.7%	17/28	60.7%	17/27	63%	60%
149	25/42	59.5%	18/31	58.1%	15/28	53.6%	14/24	58.3%	57.4%
147	22/42	52.4%	16/31	51.6%	17/28	60.7%	16/24	66.7%	57.9%
146	23/42	54.8%	15/30	50%	14/28	50%	12/25	48%	50.7%

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145	26/42	61.9%	18/31	58.1%	12/28	42.9%	10/24	41.7%	51.2%
143	21/42	50%	15/31	48.4%	16/28	57.1%	15/24	62.5%	54.5%
138	20/42	47.6%	16/30	53.3%	15/28	53.6%	14/27	51.9%	51.6%

The light blue indicates percentages that are at or above the approximate percentage needed to "pass" with a 160. The approximate % cutoff for a passing score during 2023-24 is around 66-68%.

In general, students who just barely pass the math and science subtest score between a minimum percentage of 54.8% to 61.9% in math and 52% to 78.6% science. A rough estimate indicates that to pass math and science subtest students need to score about 67% of the possible points in both math and science. Of those who had minimum scores of 158-161, good scores in science seems to be the reason that they passed. It isn't until a score of 173 that we see the math scores being at or above 68%. Only eight passing students had a score of 68% or higher in the two math columns and only two of those student's math scores were higher than their science scores.

Looking at outcome 5.1, our students do well with professional growth, reflection, and evaluation. They continue to improve as they progress through the program with more students moving from meets expectations (3) to exceeds expectations (4).

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The ELED undergraduate program retention, average total credits to degree, and 4-year graduation rate indicators are steady and/or trending positively. • The average total credits to degree went down from 141.7 in 2021-2022 to 136.6 in 2022-2023, and slightly up again to 138.5 in 2023-2023. • For freshmen admitted with a declared interest in Elementary Education, the "retention" rates went up from 75.61% in fall 2022 to 61.84% in fall 2023. This includes students who, for various reasons, are not admitted into the program major. • Our retention rates once students are admitted into the program are tracked by our Assistant Dean. She informs us that the entire education building has a retention rate of 70% with the ELED program being well above 70%. • Our four-year graduation rates for first time freshmen are up from 34.95% for those who entered fall 2019 to 39.62% for those who entered fall 2020. Last year (23-24) we revised our curriculum with reduced the required number of major courses to 72 credits. This went into effect in the 2024-2025 catalogue. Moving forward, our average total credits to degree should go down closer to the required 120 for a four-year degree.
What student success indicators are concerning?	The ELED program is seeing a continued drop in enrollment numbers (from 4.72% in Fall 2022 to 4.47% in Fall 2023 to 3.87% in Fall 2024 of UG enrollment) and our average years to graduation remained the same as last year (4.2). To address the drop in enrollment and the average years to graduation, the CTE pathway has been created and is in its early stages. This pathway allows high school students to take courses that transfer directly to our program (some courses taught here on campus by ISU faculty). The first cohort will be eligible for ISU enrollment in fall 2024. This pathway started with 1 school enrolled to 14 schools currently. At its beginning there were 23 students and now there are 131 students. As this pathway continues to grow, we anticipate an increase in enrollment. It is encouraging that the very first cohort of CTE pathway students yielded three students enrolled at ISU.

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Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	Before the end of the 2024 spring semester, 34% (up from 22% last year) of our candidates reported that they already have accepted a teaching position for the following school year. Many of our student teachers have interviews and job offers before the end of student teaching with corresponding offers during the summer.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Last year we were undergoing curriculum changes and progression through curriculog. That has been accomplished. We are now phasing in our new curriculum. The reading faculty are continuing to update the reading curriculum and participating in ongoing professional development regarding the Science of Reading. More in depth work in this area is planned for spring 2025.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Currently, the ELED area is undergoing a phase in of the new curriculum and a phase out of the old curriculum. This new curriculum does include the reading curriculum. The new four-course sequence should align closely with the state mandated Science of Reading components. Our candidates have yet to start taking the new literacy endorsement licensure exam required by the state. Moving forward we can compare the two reading tests the candidates take and adjust or revise the course content as needed.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	Currently, we are still doing the work from the Lilly Implementation Grant that helps to financially support us as we implement changes to the reading portion of the elementary education curriculum.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	In the future, the plan is to update the student learning outcomes and assessment plan. Given the pursuit of a Lilly Grant for the Science of Reading and the state mandated science of reading site visit Fall 2024, the student outcomes on reading will continue to be a focus for the current school year (next year's report). Furthermore, discussion regarding all the teacher licensure exams will continue to improve student success passing the licensure exams.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The ELED Area Team discusses the undergraduate program and assessment results at ELED Area meetings. Further, the ELED Team participates in the "Assessment Day" each semester held by the Office of Continuous Improvement. The data will be shared with other stakeholders at the Advisory Board Meetings (TEAC). It is also shared with colleagues during the monthly department meetings and Teacher Education Committee (TEC) meetings.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Elementary Education BS
Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	LOs are very compound, which can make it hard to ensure all components for all LOs are fully measured. The assessment strategy is pretty comprehensive, so this probably isn't an issue. Just something to consider as you review the program.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Good use of a mix of measures, including a professionally relevant standardized test and multiple measures from course-based learning Good use of analytical rubrics	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum *– in some cases; see notes* Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	The Licensure Exam is an excellent measure, but it may be limited in the direct evidence it can provide for some of the more active/applied aspects of LOs 2.1 and 2.3. More direct evidence from course-based assessments might help pinpoint the areas for improvement.	Mature

Results & Analysis	Clear reporting and disaggregation of data by cohort, with clear comparison to prior data.	The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used	Consider noting whether all students need to get a 3 on the rubric for LO 5.1, or if it is a percentage of students, as with the other LOs reported on. Either way is fine; it just isn't clear in the table.	Exemplary
Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement	Thorough analysis and demonstrated commitment to improvement of student learning through assessment.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)	Consider whether course-based direct assessment measures would be helpful in determining specific deficiencies for targeting improvement for LO 2.1 and LO 2.3.	Exemplary
Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	Higher Education Leadership		Date:	November 12, 2024
Author(s):	Mary Howard-Hamilton and Kandace Hinton			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.			___ Campus _X_ Distance ___ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Reflective leadership 1.1 Comprehensive Knowledge: A comprehensive knowledge of different theories on leadership	EDLR 752	1. Consultation Project. Activity is designed to assist institutional and community partners with a project that aligns with leadership goals and objectives.	Teaching rubric, consultee assessment of final product	The group case presentations using theory to practice, data mining, supplemental readings and annotated bibliographies. A final deliverable is presented to the consultee (including an executive summary)	90% of the students earned a grade of A.	Previously, consultations were only higher education institutions. The projects have been expanded to reach a more extensive audience (eg. Human Relations Commission – City of Terre Haute)
1.2 Critical Reflection: The ability to reflect critically on a historical research question.	EDLR 687	1. Original historical research paper.	Guide for paper completion to make sure students cover all elements of the assignment.	For the history paper, students needed to use at least two primary sources and any	80% of the students earned a grade of A.	Students had to submit proposals to two conferences (one local, one national). Three students had

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				number of secondary sources.		posters accepted to a national higher education conference (ASHE). Others had posters accepted to the Graduate Research Symposium (ISU).
1.3 Articulate a Philosophy: The ability to articulate an integrated philosophy of education and leadership	EDLR 850	1. Personal/professional Leadership philosophy paper has been broadened to include a rubric by Kegan and Lahey (2009) that engages and challenges students to reflect on the impact of change within the context of HE institutions.	Teaching rubric Completion of the Kegan and Lahey questionnaire along with their philosophy of leadership statement.	All students are expected to complete the assignment at 95-100%	90% of the students received an A. The remaining earned B or B+	
1.4 Exercise Leadership: The ability to exercise leadership within an educational setting	EDLR 891	1. Final portfolio for the internship that includes a project deliverable. Students interned in a functional area at an institution of higher education. The second semester internship is designed for students to engage in a leadership role to complete a project for the office of their selected internship.	Assessment provided by the students on campus mentors. Faculty supervisor also provides an assessment based on the learning objectives created by the student.	Students are expected to produce a deliverable at 100%	95% of the students earned an A. The remaining earned A- or B+	
Analytic Inquiry and Research Proficiencies 2.1 Construct and Support Interpretations/Arguments:	EDLR 859	1. The final paper is a draft of the dissertation proposal. The students work for the entire	The final paper is assessed based on the completeness	The benchmark is the readiness of the proposal. If the student has a solid	95% of the students earned an A. The remaining earned A- or B+	There were eight students in this cohort. 80% have defended proposals

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The ability to construct and support reasonable interpretations and arguments		semester on purpose and problem statements, research questions, and significance of the study, methodology, and literature review.	the dissertation proposal is.	draft of the research proposal (first three chapters of the dissertation) they will earn an A.		to date. This is an exceptionally high number of defenses within six months of completing course work and prelim exams.
2.2 Employ Multiple Perspectives/Theoretical Frames: The facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices	EDLR 859	1. Chapter 2 of the dissertation research proposal. Students are instructed to use a portion of the chapter to present theoretical frameworks to assess research findings.	Each chapter is a separate assignment. This assignment is evaluated based on the students' use and application of the theories in the context of their research topics.	Students must have at least 40-50 references and 40 pages minimum written for the chapter.	90% of the students earned an A. The remainder earned A- or B+	
2.3 An Understanding of Research: An understanding of qualitative and quantitative research paradigms	EDLR 761	1. Students lead seminars on the various qualitative approaches to research; and design quantitative studies. Both are group activities.	These activities are evaluated based on the clarity of the topic presented.	Students are expected to complete this assignment at 90-100%	All students received an A on this assignment.	
Communication Proficiency 3.1 Communication, Interpersonal and Process Skills: Communication, interpersonal, and process skills necessary to function effectively in academic and	All Higher Education Leadership Courses	1. Students prepare and lead seminar sessions as individuals, in dyads, or other group configurations. They present findings for research papers they've written in a conference style presentation. Our cohorts are very diverse	These activities are evaluated on teaching rubrics.	Students are expected to complete these activities at 90-100%	All students earned A grades on these activities.	

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professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra and inter group relations.		(race/ethnic, gender, institutional workplaces, professional positions, sexual orientation, nationality) and work together through consultation projects and other group assignments.			
Field Content Area Proficiency 4.1 Understanding of Higher Education: A thorough theoretical understanding of higher education and its leadership and the ability to relate theory to practice	EDLR 891	Final portfolio for the internship that includes a project deliverable. Students interned in a functional area at an institution of higher education. The second semester internship is designed for students to engage in a leadership role to complete a project for the functional area of their selected internship.	Assessment provided by the students on campus mentor. Faculty supervisor also provides an assessment based on the learning objectives created by the student.	Project/deliverable completion. All students are expected to complete the assignment at 90-100%.	Students perform at a high level. Every student who was retained passed the course at 90% or better.
4.2 Plan and Evaluate Policies and Programs: The ability to plan and evaluate policies and programs within higher education	EDLR 752	Organizational Audit and Consultation Project. The Audit is an evaluation of the department or program area the student works in, and they review policies, goals, objectives, and the mission of the unit. The Consultation Project allows students to work with a student affairs or academic affairs unit on a specific issue, program	The evaluation tool for the Audit is the rubric for the final paper. The evaluation tool for the consultation is a final product, and executive summary, a presentation, and an evaluation by	Final audit paper and a final product for the consultee and professor.	Students perform at a high level. Every student who was retained passed the course at 90% or better.

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		or policy that needs review and/or improvement	the consultees. The grade is administered by the professor.			

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	The assignment learning outcomes and assignments are congruent. The assignments are relevant for today's issues in higher education and the students are confident completing the work based on student feedback on faculty evaluations. Based on faculty evaluations the student feedback indicates that the coursework is readily applicable to their current professional positions. An issue is that there are two faculty teaching all the courses in the curriculum except for the statistics course. The students who reside in international countries have difficulty attending the 6-weekend session during the academic.

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Now that we are four years past the pandemic, the doctoral candidates are beginning to make progress toward the completion of the proposal and conduct their research. There are four faculty members who are engaged with the dissertation process and they are Drs. Maynard, Howard-Hamilton, Hinton, and Bogard. The heaviest loads are 20-25 candidates who are advised by Drs. Howard-Hamilton and Hinton. We do anticipate a large number of doctoral candidates completing their degrees between 2024-2027. During the application cycle for the fall 2024 academic year, we received over 65 applications. Out of that number, 28 applicants were invited to enroll in the higher education leadership program and attend the summer orientation. There were 15 applicants who followed through and attended the summer orientation and when the fall semester started 10 students officially enrolled. We are seeing more students defending proposals six months after course work. The smaller cohorts tend to finish more quickly than the larger ones (my personal observation).

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What student success indicators are concerning?	As mentioned previously, we admitted 28 students for Fall 2024, however, only 10 enrolled. Eighteen admits were international (specifically from Ghana and Nigeria) and had difficulty obtaining visas. The number of students who enroll late and register late because they do not engage in the on-campus orientation program to connect with the cohort. We have found that these students leave the program within the first semester. We often feel pressured to admit students' months after the deadline date because of the need to increase enrollments on campus. This model does not bode well for students in a graduate program. Students who are enrolled and do not understand the expectation of being on-campus during the weekend cohort sessions as well as the three-week on campus residency typically drop out or try to persist but make unreasonable requests to join the class via ZOOM. Conversely, retention improved this Fall due to the fact that all students participated in the mandatory orientation, and we made the decision not to allow late admits enroll.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (*https://irt2.indstate.edu/ir/*).*	There are two things that should be noted, first, there has been a consistent number of minoritized students and women in the higher education leadership program. This has been a major shift over the past 27 years because traditionally, According to Blue Report, Higher Education Leadership doctoral students take an average of 6.5 years to complete their degrees. We know that the range of degree completion is probably 1.5-8.0 years. Students who work on campus tend to take longer to complete than distance students. White men have populated the program along with White women (although a smaller number). We are now seeing over half the cohort comprised of Black men and women as well as international students. The second relevant student success information is that the number of graduates becoming chancellor's and presidents is increasing exponentially. Again, the program is 28 years old so many of the graduates have climbed the leadership ladder successfully.

3.   Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update	We are in the process of a faculty search at the senior rank. The hope is that this new faculty member will be ready to chair dissertations within the first year in the

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of whether these activities appear to have influenced student learning and/or success outcomes.	department. Admittedly, the heavy dissertation loads prevent faculty from pushing the slower moving students to completion.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	We did not receive feedback last year, however there are a few priorities to address. First, we need to search for a full-time faculty member for the student affairs and higher education program/higher education leadership program. This will allow time for that person to transition into the teaching process before the retirements of Drs. Howard-Hamilton and Hinton. The SAHE/HE Advisory Board must begin a regular meeting schedule because their feedback is critical to the survival of the programs. We are concerned about the incomplete grades students receive. The doctoral candidates who are beyond the university timeline for completion is increasing due to the admission of 5 large cohorts simultaneously and the faculty who were on their committees have left the university or retired.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	There is a need for a new faculty member to teach in the Student Affairs and Higher Education Program as well as the Higher Education Leadership Program. If we are to maintain a high quality of dissertations, there is a need for more faculty to chair them. Additionally, 90% of the courses in the Higher Education Leadership curriculum are taught by two (2) faculty, Drs. Howard-Hamilton, and Hinton. Although I believe we have the professional practice background as well as research expertise to provide an amazing experience for our scholars, it is not an "ideal" situation to have only two voices or providing the bulk of the content for future leaders. We have submitted a request to search for a full-time tenure track faculty member who has expertise in educational leadership grades P-20. We are also hoping to recruit nationally for doctoral students as well as encourage more staff from ISU, Rose-Hulman, and Ivy Tech to enroll. Our Ivy Tech pipeline has diminished in the past 5 years and we would like to re-establish this connection. We meet with new adjunct faculty to review syllabi the semester prior to their appointment. We want to ensure that the most current content is taught, no overlap occurs, and germinal content and literature is taught so that students will be adequately prepared for preliminary exams and practice. We constantly evaluate and explore professionals in the field to assist with teaching some of our core and foundational courses. For example, this past year we were able to hire a colleague in political science to teach the law class.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will continue to assess the following learning outcomes: 1. Reflective leadership 2. Critical reflection

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	3. Communication proficiency
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The Student Affairs and Higher Education Program and Higher Education Leadership Program faculty are comprised of three people. We meet once per month to assess our goals and objectives. Additionally, we have a retreat at the end of each academic year to review admissions data, curriculum review, scheduling of courses, hiring adjunct faculty, creation of the preliminary exam and scheduling, review status of doctoral candidates, organize the orientation agenda, create the fall recruitment plan, and prepare for the SOAS report. We share our SOAS reports at the fall faculty retreat each year. We are in the process of revitalizing the Student Affairs and Higher Education Advisory Board. We will share the reports and ask the advisory board members to provide feedback.

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AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   OPTION B: NARRATIVE FORMAT

Academic Program:		Date:	
Author(s):			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		___ Campus ___ Distance ___ Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:
- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

2. Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?

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Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Higher Education Leadership Ph.D.
Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	This was a lot of assessment! As a note, you don't have to report on all outcomes every year, but it's not a problem if you do. Cycles can help keep assessment manageable.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.) *– in some cases; see notes*	For LO 1.2 the tool listed is a guide for paper completion to make sure students covered elements of the assignment, but this won't tell you whether they mastered the ability to reflect critically describe in the LO. Some evaluative tools are not described (e.g., 2.3 describes the basis for evaluation, but not the tool used).	Mature

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used *– in some cases; see notes* The established performance goal reflects reasonably high expectations for students in the program *– in some cases; see notes* Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used *– in some cases; see notes* Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described	Performance goals (#/% of students who will achieve a specific target score or higher) were not stated for many measures. While rubrics were stated as the tools for many measures, reported data varied on whether it was a rubric score, an overall course grade, or unclear. Course grades are rarely good data for expressing learning outcome mastery, as they are a summative measure of many different performances – some learning related and sometimes others not (e.g., attendance). This can be true for whole assignment scores as well, when things other than the knowledge/skills in the LO being assessed are also part of the assignment grade. Using component scores on a rubric is one way to ensure isolation of the data specific to only the LO in question.	Developing
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed *– in some cases, where available*		Mature

results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   **OPTION A: TABLE FORMAT**

Academic Program:	Human Development and Family Science		Date:	10/04/2024
Author(s):	Courtney Coleman			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			__X_ Campus ___ Distance ___ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Explain human development across the lifespan.	AHS 237, AHS 238, AHS 305	AHS 237 – Answer questions targeting changes in various aspects of development from infant, early childhood, and late childhood. AHS 238 – Answer questions targeting changes in various aspects of development from age 12-18. AHS 305 – Clear conveyance of major life themes		AHS 237 – 80% of students successfully complete the measures with a 'C' or better. AHS 238 – 80% of students successfully complete the measures with a 'C' or better. AHS 305 – 85% of students successfully complete the measures	AHS 237 – Responded to questions targeting various aspects of development within three separate reflections. Reflection 1: 23/28 (82%) earned a 'C' or better. Reflection 2: 24/28 (85%) received a 'C' or better. Reflection 3: 24/28 (85%) received a 'C' or better. AHS 238 – Responded to questions targeting changes in various developments within four separate reflections. Reflection 1: 23/30 (76%) received a 'C' or better. Reflection 2: 25/30 (83%) received a 'C' or better. Reflection 3: 26/30 (86%) received a 'C' or better.	

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				with a 'C' or better.	Reflection 4: 25/30 (83%) received a 'C' or better. <u>AHS 305</u> – There were three assignments that assessed this information. Assignment 1: 82% received a 'C' or better. Assignment 2: 100% received a 'C' or better. Assignment 3: 85% received a 'C' or better.	
Describe physiological, social, personal, and moral aspects of human sexuality.	AHS 238, AHS 305	AHS 238 – Correctly answer select reading quiz questions regarding physiological aspects of puberty and social, personal, and moral aspects of sexuality. AHS 305 – Exam questions regarding physiological, social attitudes/expectations, and personal aspects of sex after age 65.	AHS 238 – exam key AHS 305 – exam key	<u>AHS 238 –</u> 80% of students successfully complete the measures with a 'C' or better. <u>AHS 305 -</u> 80% of students successfully complete the measures with a 'C' or better.	<u>AHS 238 –</u> Students completed reading quiz 2 which contains multiple choice questions - 26/28 (92%) earned a 'C' or better. <u>AHS 305</u> – Students completed reading quizzes 2 and 3 which contained both multiple-choice and true/false Reading quiz 2: 14/20 (70%) earned a 'C' or better. Reading Quiz 3: 18/20 (90%) earned a 'C' or better.	
Account for the role of interpersonal skills in family dynamics.	AHS 336, AHS 436	AHS 336 – Read a case study of a young girl who faced negative behavior and communication from her family and responded to follow-up questions. AHS 436 – Administer needs assessment to a minimum 15 parents, create lesson plan based		<u>AHS 336 -</u> 80% of students successfully complete the measures with a 'C' or better. <u>AHS 436 -</u> 85% of	<u>AHS 336</u> – Discussion questions regarding scenario - 15/19 (79%) earned a 'C' or better. <u>AHS 436 –</u> There were three assignments that built off each other. Needs Assessment – 100% of students earned an 'A' or better.	

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		students successfully complete the measures with a 'A' or better.	Lesson Plan – 40% of students earned an 'A' or better. Newsletter -40% of students earned an 'A' or better.	
on needs, write follow-up newsletter				

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	**Students are continuously meeting learning outcomes by earning a 'C' or better on the assignments being evaluated. For the courses that did not meet or exceed the benchmark program faculty to consider curriculum revision and offer interventions as needed.**

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Student success indicators in the program show strong positive trends, particularly with a significant increase in first-year retention, rising from 40% to 57.12% in the new HDFS major. This improvement suggests that recent changes have positively impacted student engagement and persistence, such as the transition from AHS to HDFS and the move to the Applied Clinical and Education Sciences department. In contrast, retention in the original major remains at 33.33%. Additionally, the program does not rely on adjuncts; the two faculty members collaborate effectively to maintain consistent teaching quality and strong student performance.
What student success indicators are concerning?	The decline in first-year freshmen in the H136 track is 18.18% compared to previous years when it was much higher. However, the first-year freshmen rate in H146 remains at 40%, which shows a more promising trend. Since HDFS is considered a "found major", where students often enroll after realizing another program isn't a good fit, this pattern may indicate that students are not initially aware of the program or are not choosing it as a first option.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	There are several relevant indicators of student success that reflect the program's ongoing growth and potential. With the move to the Applied Clinical and Education Sciences (ACES) department, the HDFS program has expanded opportunities for students to engage in career readiness activities before

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	enrolling in HDFS 448 and 449, where they complete a practicum and internship. This structured pathway ensures that students graduate from the program prepared for employment in the field of human services. Moreover, the program's efforts to stay connected with its community through the creation of a social media page on Facebook in Summer 2024 have shown promising engagement, reaching 125 users. This platform serves as a tool to engage former, current, and future students and families, with the goal of further expanding its reach in the future.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Reviewing last year's report (AY 22-23), faculty have continued to collaborate on identifying and implementing changes to align course content and activities with the established learning outcomes. Additionally, evaluation tools are being incorporated to measure student's mastery of the learning outcome.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	We continue to improve retention, especially for first-time freshmen, addressing the decline in enrollment, and enhancing career readiness. Planned actions involve strengthening academic advising, mentoring programs, and school partnerships to increase recruitment. Expanding career readiness initiatives, refining internship opportunities, and updating the curriculum to reflect industry trends are key to maintaining strong performance. Additionally, enhancing student support through tutoring and resources, while fostering faculty collaboration and professional development, will further improve student learning and success outcomes.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	6. Identify the significant family resource management principles across the lifespan. (HDFS 301, HDFS 336) 7. Classify the significant aspects of parent education. (HDFS 436, HDFS 441) 8. Outline public policies and laws that directly and indirectly affect families. (HDFS 145, HDFS 336) 10. Employ family life education methodologies. (HDFS 441, HDFS 449)
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	All faculty who teaches HDFS courses will be involved in the assessment process each year. Findings will be shared with our professional organization (National Council on Family Relations) which certifies our program.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Human Development & Family Science BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	The 2nd LO is quite compound, which can be hard to measure. So long as assessments allow you to capture student mastery of all parts of the LO (e.g., physiological, social, personal, AND moral aspects of human sexuality), it isn't an issue.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Good use of comprehensive assessments for LO 2 that focus only on measure items aligned directly to the outcome and its component parts. Good use of multiple points of data from multiple courses to analyze student mastery of each LO.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	When using tests/quizzes, be sure to balance the degree to which data reflects direct v. indirect measures of student learning. Short answers, essays, and calculations are typically more direct demonstrations of what students know/can do, while true/false, multiple choice, etc are typically more indirect demonstrations since we can't say for sure if students knew the right answer, guessed the right answer, or just narrowed down because the knew which ones weren't the right answers. Using a mix of question types can help you be more sure of student mastery as reflected in the data.	Mature

Results & Analysis		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used	The performance goals vary widely. Is this based on prior assessments, or some other factor? Generally if the goal is a C (which could be as low as 70% if not using a +/- scale), it might not be "reasonably high expectations" to aim for less than all students making a C or better. While that can be thought of as the "average" grade on a typical scale, the goal is typically for all students to at least meet or exceed this point. It definitely doesn't have to be all students getting 100%, and the 85% getting an A or better on the last measure is really ambitious.	Mature
Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal reflects reasonably high expectations for students in the program		
		Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used		
		Faculty insights gained from findings are discussed in thoughtful detail		
		When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)		
		When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)	Recommendations around retention and student success are clear and supported by program goals for ongoing improvement in this area. It was noted that deficiencies in LO mastery may trigger some faculty analysis of the curriculum or other interventions. It may be helpful to discuss this in more detail with program faculty, particularly around the aspects of lesson plan and newsletter assignments in AHS 436. You may find in conversation that they weren't good measures to fit the LO, or you may find ways to pinpoint the learning barriers students are facing.	Mature
Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings *– in some cases; see notes*		
		Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty		
		Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed		
		A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment		
		Assessment findings are shared with program faculty and any applicable stakeholders		

2023-2024 report

Academic Program:	K-12 PhD Educational Leadership		Date:	Fall 2024
Author(s):	Steve Gruenert			

How is this program offered? If "Both," data should be disaggregated by campus and distance students.	___ Campus ___ Distance __X_ Both

2023-24 Program Report Narrative

In this report we have included a narrative to help explain recent changes and how those are shaping the future of this program. We have also included ISU data relevant to the impact of this program, and appendixes of various forms and standards. We have selected the narrative version for this report as there many recent changes to this program, thus, we consider Fall 2023 the first cohort to compare to the Fall 2022 baseline. Those changes were:

- A highly selective, closed enrollment application and acceptance process
- Faculty changes
- Additional prerequisites
- Preliminary examination changes
- Delivery of instruction changes

The following addresses the progress of each of these changes, i.e., student responses, meeting standards. Some of what this report included was presented in the Fall 2023 report for context.

A highly selective, closed enrollment application and acceptance process

We have changed the processes students follow as they apply and become accepted into the program. We encourage those interested to apply in October. From these applicants we review those who meet the criteria (see Additional Prerequisites below) and contact them via email in January to participate in an interview in March. Our target number for each cohort is 15. In April, we contact those who have been accepted into the program, usually 18-20, as we have found a few tend to change their minds at this phase. An orientation is conducted in early June where expectations are established, enrollment and registrations are completed, and a tour of ISU and its resources is made available. This is when we lose a few, due mostly to the expected times on campus (27 days over the course of two years) given it is listed as a distance-delivered program.

A potential challenge we face is the dissolution of the College of Graduate Studies, thus the processes involved with getting students through the application process has become a Bayh College of Education issue, with some new people doing new jobs.

Our Fall 2022 cohort had ten students which dropped to 8 students due to various circumstances shared by students who sought different programs. Our Fall 2023 cohort has 16 students, which started at 19.

Faculty changes

This program has two primary faculty members, Dr. Gruenert and Dr. Donlan. Dr. Coleman-Brown is the instructor our students have for the two statistics courses. Given the minimal diversity of faculty in this program we invite many guests to present to our students, i.e., past student defending dissertations, past students who have authored books, and other faculty members presenting their current research.

Additional prerequisites

The path to the PhD from the Master's degree is built upon the Educational Specialist (EdS) degree. The EdS has nine courses (27 hours) of work. In the past, if one was to be accepted into the PhD program with just a Master's degree, they would take the nine EdS courses along with the PhD courses. Some may take courses from both programs in the same semester, some taking as much as four courses in one semester. We have built a prerequisite of having the EdS prior to being accepted into the PhD program. No longer will students be taking courses from two degrees at the same time. PhD students will be taking a maximum of two courses per semester, as a cohort. Given the need for PhD students to have a minimum of 30 hours taken at ISU, the ten courses in this program become the minimum. Thus, there are no transfers of courses for this program.

Preliminary examination changes

The preliminary examination is an event designed to showcase the student's thinking, relative to their capacity to discuss scientific concepts, theories, trends, as well as leadership, without the distracting noise of personal experiences. We have attempted to transform this program experience into an opportunity to learn about understanding, performing, and explaining the scientific method, separating that mindframe from the practitioner mindframe. During the prelim exam we ask students to provide a written example of their dissertation framework, from chapter 2. The oral portion of the exam is a one-hour conversation whereby the student addresses problems using concepts, theories, and philosophies learned in coursework.

A large change for this year will be using the preliminary exam oral questions as a framework for questions asked at the interview phase, when being accepted into the program. This alignment ought to provide us with a semblance of value added by the program – controlling for the EdS curriculum. In other words, we will ask the same questions when they enter the program and when they matriculate into PhD candidacy at prelims. We will also use the scoring guide (Master Assessment Rubric, see below) in both venues. The scored from prelims serve as the major portion of how we are assessing this program. It has also shifted from a team of two to solo performances.

Delivery of instruction changes

It is our belief that the PhD experience needs to have a "residency" phase to it. This would be an on-campus experience each semester as well as a week-long seminar during the summer. Each Fall and Spring semester will include three on-campus experiences, each including a whole day Friday and a half-day Saturday. The summer experience will be a Monday through Thursday, 8am – 6pm component. All other content delivery will be through the Canvas website platform, supporting the on-campus events. Comments from students relative to the on-campus seminars has found these seminars to be quite valuable. We find comments in coursework claiming to look forward to further discussing topic from Canvas when we next meet in person.

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Actual Student Performance Relative to Established Benchmark (Current Data compared to 22-23 Data)

1.1 Comprehensive Knowledge knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency.		2.4 An Understanding of Research understanding of qualitative and quantitative research paradigms, in a manner that evidences analytic inquiry and research proficiencies.		4.1 Understanding of K-12 or Higher Education theoretical understanding of K-12 education and its administration and the ability to relate theory to practice.	
22-23 Data Student Outcomes at Prelims *n*=27: Exceeds Expectations; 2 (7%) Meets Expectations; 22 (81%) Developing; 3 (11%) Did not meet expectations; 0	**23-24 Data** *n*=10 2 8 0 0	**22-23 Data** Student Outcomes at Prelims *n*=27: Exceeds Expectations; 1 (3%) Meets Expectations; 22 (82%) Developing; 4 (15%) Did not meet expectations; 0	**23-24 Data** *n*=10 1 9 0 0	**22-23 Data** Student Outcomes at Prelims *n*=27: Exceeds Expectations; 1 (3%) Meets Expectations; 26 (97%) Developing; 0 Did not meet expectations; 0	**23-24 Data** *n*=10 3 7 0 0
EDLR 755 Outcomes *n*=12: Exceeds Expectations; 6 (55%) Meets Expectations; 4 (33%) Developing; 2 (16%) Did not meet expectations; 0	*n*=16 5 7 4 0	EDLR 755 Outcomes: Exceeds Expectations; 4 (33%) Meets Expectations; 7 (60%) Developing; 1 (8%) Did not meet expectations; 0	*n*=16 3 7 6 0	EDLR 755 Outcomes: Exceeds Expectations;1 (8%) Meets Expectations; 10 (84%) Developing; 1 (8%) Did not meet expectations; 0	*n*=16 2 12 2 0
EDLR 806 Outcomes *n*=12: Exceeds Expectations; 1 (8%) Meets Expectations; 10 (84%) Developing; 1 (8%) Did not meet expectations; 0	*n*=16 4 12 0 0	EDLR 806 Outcomes: Exceeds Expectations; 4 (33%) Meets Expectations; 7 (60%) Developing; 8 (67%) Did not meet expectations; 0	*n*=16 2 13 1 0	EDLR 806 Outcomes: Exceeds Expectations; 11 (92%) Meets Expectations; 0 Developing; 1 (8%) Did not meet expectations; 0	*n*=16 7 5 4 0

The following are insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed.

Curriculum Enhancement for Research:

- Consider revising the curriculum for research methodologies, particularly in EDLR 806, to address the high percentage of students classified as "developing." This could include more hands-on research projects or workshops.

Targeted Support for Leadership Courses:

- Analyze EDLR 806's content and teaching methods to identify factors contributing to lower performance. Incorporate more engaging and reflective practices that align with leadership theories.

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Student Feedback:

- Gather qualitative feedback from students about their experiences in these courses. Understanding their challenges and successes can guide adjustments in teaching approaches and course materials.

Peer Learning Opportunities:

- Facilitate peer mentorship or study groups for students identified as "developing." This can create a supportive environment for collaborative learning, especially in research and leadership contexts.

Ongoing Assessment and Monitoring:

- Implement regular assessments to track progress in student understanding of research methodologies and leadership theories. Use this data to adapt teaching strategies in real-time.

Student Success Activities

Profiles summaries of trends in institutional markers of student success: recruitment, enrollment, retention, persistence, and graduation, and trends in staffing and finance are also shared. Reflections follow the data tables.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
University Grad Enrollment	1,891	1,755	1,693	1,636	1,671
Major	122	112	91	81	82
Percentage Grad Enrollment	6.45%	6.38%	5.38%	4.95%	4.91%
Disaggregated					
Campus	47	41	37	33	31
Distance	75	71	54	48	51
Continuing	105	99	82	67	65
New Graduate	6	7	3	0	2

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Returning	11	6	6	14	15
Full-time	37	16	3	2	1
Part-time	85	96	88	79	81

Overall Enrollment Trends

- **Total Graduate Enrollment**: There has been a general decline from Fall 2020 (1,891) to Fall 2023 (1,636), with a slight uptick in Fall 2024 (1,671). This suggests a recovery, but overall numbers are still lower than 2020.
- **Major Enrollment**: The number of students declaring the major has decreased significantly from 122 in Fall 2020 to 81 in Fall 2023, with a slight increase to 82 in Fall 2024. This indicates ongoing challenges in attracting new students to the program.
- **Percentage of Graduate Enrollment**: The percentage of graduate students enrolled in this major has declined from 6.45% in Fall 2020 to 4.91% in Fall 2024, indicating a decreasing interest relative to overall graduate enrollment.

Disaggregated Enrollment Data

1. **Distance Learning**:
   - Distance enrollment has also declined, from 75 in Fall 2020 to 48 in Fall 2023, with a slight increase to 51 in Fall 2024. This fluctuation may reflect changing student preferences or the availability of other online programs.
2. **Continuing Students**:
   - There is a consistent decrease in continuing students from 105 in Fall 2020 to 65 in Fall 2024. This may indicate issues with retention or completion rates.
3. **New Graduate Students**:
   - The number of new graduate students has fluctuated, with a significant drop to zero in Fall 2023, which is concerning for program sustainability. A small increase to two in Fall 2024 suggests an attempt to recover.
4. **Returning Students**:
   - The number of returning students increased from 6 in Fall 2021 to 15 in Fall 2024. This may indicate improved retention strategies or an increase in returning students after a break.
5. **Full-time vs. Part-time Enrollment**:
   - Full-time enrollment has dramatically decreased from 37 in Fall 2020 to just 1 in Fall 2024, which could indicate a shift towards part-time study or challenges in full-time enrollment.
   - Part-time enrollment has fluctuated but remains relatively stable, suggesting that while fewer full-time students are enrolling, part-time options may still attract students.

Relevant Findings

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- **Decreasing Interest in the Major**: The decline in both total and major-specific enrollment suggests a need for new recruitment strategies.
- **Retention Challenges**: The drop in continuing students may point to issues with program engagement, personal challenges.
- **New Student Recruitment**: The absence of new graduate students in Fall 2023 highlights a critical gap in recruitment.
- **Shift in Student Preferences**: The trend towards part-time study and the decline in full-time enrollment could reflect broader changes in student demographics and preferences, the part-time students are more reflected in the 899 courses.

Possible Next Steps

1. **Program Review**: Conduct a comprehensive review of the program's marketing strategies.
2. **Enhanced Recruitment Strategies**: Renew targeted recruitment campaigns aimed at potential new graduate students, focusing on the benefits of the program and available support, perhaps using more current and recent graduated students.

	2019-20	2020-21	2021-22	2022-23	2023-24
University Grad Total Degrees	648	660	632	646	561
Major – Campus	5	8	8	6	8
Major – Distance	11	10	7	12	1
Percentage of University Grad Degrees	2.49%	2.73%	2.40%	2.80%	1.61%

Overall Degree Trends

- **Total Degrees Awarded**: The number of total graduate degrees awarded fluctuated over the years, peaking in 2020-21 (660) but dropping significantly to 561 in 2023-24. This decline suggests potential issues in either enrollment, retention, or completion rates.
- **Campus vs. Distance Degrees**:
  - **Campus Degrees**: The number of degrees awarded on campus has varied, with a low of 5 in 2019-20 and a high of 8 in 2020-21 and 2022-23. Overall, the number remained relatively stable, but the drop to 6 in 2022-23 suggests a minor decline in campus engagement.
  - **Distance Degrees**: Distance degrees show a significant decline from 11 in 2019-20 to just 1 in 2023-24. This sharp drop indicates a potential loss of interest in distance learning or issues with program delivery and accessibility.

Percentage of Total Degrees

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- The percentage of total degrees awarded in this major relative to overall graduate degrees has decreased from 2.49% in 2019-20 to 1.61% in 2023-24. This decline suggests that the major is losing its share of the overall graduate program landscape, raising concerns about its attractiveness or relevance, however, we have implemented a more rigorous selection process narrowing the field of potential students. Our program sets the limit at (approximately) 15 students per cohort which is a recent change.

Department	Fall 2021	Fall 2022	Fall 2023
SCH Production Lower Division	36.0	99.0	93.0
SCH Production UG	52.0	113.0	109.0
SCH Production GR	1,471.0	1,550.0	1,314.0
% Successfully Completed Lower Div	94.44%	100.00%	96.77%
% Successfully Completed UG	92.31%	100.00%	95.41%
% Successfully Completed GR	96.53%	97.29%	97.03%
Head Count	23	27	24
Faculty FTE Adjusted	10.0	10.7	7.4
Student FTE	126.1	136.7	116.8
S/F Ratio	12.6	12.7	15.7

1. **SCH Production (Student Credit Hours)**:
   o **Graduate (GR)**: SCH production saw a more stable trend with an increase from 1,471.0 in Fall 2021 to 1,550.0 in Fall 2022, but a notable drop to 1,314.0 in Fall 2023.
2. **% Successfully Completed**:
   o **Graduate (GR)**: Completion rates remained relatively stable, around 97%, with only slight fluctuations.
3. **Head Count**:

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- o The head count increased from 23 in Fall 2021 to 27 in Fall 2022, then decreased to 24 in Fall 2023. This suggests some variability in student enrollment.
4. **Faculty FTE (Full-Time Equivalent)**:
   - o There was an increase from 10.0 in Fall 2021 to 10.7 in Fall 2022, but a significant drop to 7.4 in Fall 2023. This could affect course offerings and dissertation student support.
5. **Student FTE**:
   - o Student FTE increased from 126.1 in Fall 2021 to 136.7 in Fall 2022, then declined to 116.8 in Fall 2023. This trend mirrors the SCH production, indicating potential challenges in maintaining enrollment or course availability.
6. **Student-Faculty Ratio (S/F Ratio)**:
   - o The ratio slightly increased from 12.6 in Fall 2021 to 12.7 in Fall 2022, but jumped to 15.7 in Fall 2023. A higher ratio can indicate larger class sizes and potentially reduced faculty support of students. A high student-faculty ratio may impact the quality of education. Explore ways to reduce this, either by hiring more faculty or adjusting course loads.

Term	Department	College	University
Fall 2020	$86,179.49	$1,543,488.06	$19,597,392.56
Fall 2021	$135,512.79	$1,462,116.17	$16,035,990.16
Fall 2022	$83,716.32	$1,041,516.14	$14,350,240.19
Fall 2023	$183,311.25	$956,208.03	$14,301,018.48
Total	$488,719.85	$5,003,328.40	$64,284,641.39
Term	**Department**	**College**	**University**
Spring 2021	$237,168.56	$1,390,199.62	$15,573,037.51
Spring 2022	$173,827.58	$1,675,603.67	$12,992,114.46
Spring 2023	-$130,963.64	$874,596.25	$11,552,522.26
Spring 2024	$221,459.03	$1,137,785.94	$12,033,874.41
Total	$501,491.53	$5,078,185.48	$52,151,458.64

Here's an analysis of the financial data across the department, college, and university over the specified terms.

Fall Terms Analysis

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1. **Department Revenue**:
   - **Fall 2020**: $86,179.49
   - **Fall 2021**: $135,512.79 (56.9% increase)
   - **Fall 2022**: $83,716.32 (38.3% decrease)
   - **Fall 2023**: $183,311.25 (119.5% increase)

   The department saw fluctuations, with a peak in Fall 2023 after a dip in Fall 2022.

2. **College Revenue**:
   - The college revenue generally declined from Fall 2020 ($1,543,488.06) to Fall 2023 ($956,208.03), indicating an unfortunate trend.
3. **University Revenue**:
   - University revenue also decreased from $19,597,392.56 in Fall 2020 to $14,301,018.48 in Fall 2023, suggesting potential systemic issues affecting overall funding.

Spring Terms Analysis

1. **Department Revenue**:
   - **Spring 2021**: $237,168.56
   - **Spring 2022**: $173,827.58 (26.7% decrease)
   - **Spring 2023**: -$130,963.64 (significant loss)
   - **Spring 2024**: $221,459.03 (recovery)

   The department experienced a significant loss in Spring 2023, which is concerning, but showed recovery in Spring 2024.

2. **College Revenue**:
   - Spring college revenues were more variable, peaking in Spring 2022 at $1,675,603.67, but declined to $874,596.25 in Spring 2023 before recovering slightly in Spring 2024.
3. **University Revenue**:
   - University revenue generally declined from $15,573,037.51 in Spring 2021 to $11,552,522.26 in Spring 2023, with a slight recovery in Spring 2024.

What student success indicators are strong or trending positively?
- Data from the preliminary examinations and course assessments show an increase in student performance relative to the identified standards. EDLR 806 will be looked at closer to see how we might improve those results.

What student success indicators are concerning?

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- Honestly, we are pleased with the progress of each cohort relative to the identified standards, both according to the assessments and the testimonials. Recent graduates have also shared their capacity for higher level thinking at work.

Continuous Quality Improvement
A brief update of activities that appear to have influenced student learning and/or success outcomes.
- Raised standards for accepting students into the program
- Mixing two cohorts during residential experiences on campus
- Incorporating dissertation defenses as part of the seminar experiences
- Flexing dissertation topics into the curriculum
- Strong focus on the standard related to research method competencies

Our top priorities to address and actions are planned to maintain strong performance and/or improve student learning and success include "stacking the deck" with the strongest students when selecting cohorts. The word gets out and people want to be part of this program. We will continue to build seminar experiences from scratch each time so as not to get too comfortable with what we are doing. We also encourage students to provide feedback after each seminar and at the conclusion of each course. So far, those data have been very positive.

The learning outcomes, as part of the assessment plan, with a focus on next year will be the same as the previous year as they seem like *power standards* that frame the quality of the program experience.

Faculty involvement in program assessment and data analyses are shared at monthly department meetings. Program meetings happen at regular intervals prior to each on-campus seminar.

Student Feedback

I appreciate the seminar time. I always leave our sessions together on a "philosophical high". It's so encouraging to talk to other educators reflecting on our practitioner but tossing it aside to look at other avenues. I thoroughly enjoy the thinking questions that I have a knee jerk idea and then go to the third or fourth thought instead. This practice has been enjoyable. I shared it with my husband, and we have had wonderful conversations on a few topics already that spark this thinking. This is what had motivated me a long time ago to pursue a doctorate. Not for a lane change, but a mind shift. I enjoy how you and Dr. Donlan challenge our thinking in asking the next question, and not just necessarily agreeing or disagreeing. I love thinking outside the box and talking with others about ways we could dismantle traditional learning and really grow. The ideas and thoughts of the group are inspiring and enjoyable. Thank you for providing us with that time. KH

I appreciate the format of our in person learning opportunities. The inclusion of both cohorts really elevates the conversation. My contributions to the conversation seemed to be minimal at the start as I was processing internally and getting validation when listening to others. The format of "thinking" and responding is different than I'm used to and I like it. I'm typically a storyteller and thrive on making connections through experiences. This is

sharpening a different area of my brain. I have already experienced some cross over in different areas of my professional life when going deeper and not responding with my first thought. KK

I loved our time at Residency. The Thinking Slides and your instruction to go from point A to point D caused a great deal of thought. I am enjoying attempts to think like a scientist instead of a practitioner. I am pushing myself to think more like a scientist in my work now. Asking questions about data and how some situations require immediate action and others may allow for more flexibility. This also provides more opportunity to be proactive in situations because I am able to shift my thinking to what is possible and connect the dots easier. I can push myself to go from point A to point D when panning in order to expand my preparation methods. AD

 I have felt challenged to think deeper and found myself holding back on saying my first thought in lieu of processing a bit deeper and tying ideas together. I think I have already learned so much by forcing myself to stop, think, and listen a little deeper than I am in the habit of doing. Overall, this past weekend was a really pleasant stretch in terms of challenging my thinking. KS

As for meeting in person and sharing this powerful thinking space, absolutely essential. I can almost feel myself growing, and (like others) I appreciate being able to be silent and ponder, doodle, or just listen and take notes. Thank you for creating this environment for us. JM

The structure of the seminar is enjoyable. I like how the act of thinking is respected in this program. I also, as an introvert often masquerading as an extrovert at work, enjoy that we are not forced into conversations but allowed to process independently. This is a new respect of the individual student that I have not experienced before, and it makes me work want to harder because I am not anxious about sharing until I am ready or confident in my position. Moving from the practitioner-mind to the scientist-mind is sort of fun, but takes practice. Because of the structure and digestibility of our seminar, I feeling strongly that I will succeed in this program. There is also the added element of being in a room with other smart people, and hearing the banter between Dr. Donlan and Dr. Gruenert. It's clear that they do not agree on everything, and that frees up space of us to respectfully generate opposing views on the topics we analyze. There is a great dynamic happening there. DC

I truly enjoy the discussions we have during residency.   To learn from all the people in the room who are smarter than me is a privilege. Being in a building that is K-3 we don't have a lot of time or opportunity for intellectual and deep conversations about education. This feels like a lot of great exercise for my brain. BW

I have really enjoyed the seminar portion of EDLR 682 when on campus at Indiana State. The most enjoyable part (for me) of the seminar portion is the discussion prompts. They have really challenged my thought process and paradigms. When discussing the prompts as a cohort, I have experienced humility and enlightenment as I was forced to consider a different point of view or come to terms with my knowledge gap on certain topics. I plan to incorporate a version of the discussion prompts with administrative training in my corporation throughout this year. Hopefully, providing this time for reflection will bring about thoughtful dialogue and an exchange of ideas to confront our present challenges. JF

The seminar process is beneficial for me because of the various viewpoints in the room. Everyday we make in the moment decisions for others, being the one people look to for quick responses and guidance. We don't have the time allowed to research and study but instead must go with experience and how it will impact others around us in the short term. I appreciate the seminars as space to slow down. Listen to others. Consider different perspectives. Challenge our thinking and mold our future selves. Being together in the same space is the only way I think this can truly

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happen successfully. As a principal, I do a lot of the talking and teaching with the adults. In the seminar, I get to listen and learn from others as the student. CM

PhD Master Assessment Rubric

(this instrument is used to score applicant interviews and again at prelims)

Student's Name: _____

Please evaluate and score your student's ability on each of the following outcomes.

	Exceeds Expectations (4), Meets Expectations (3), Developing (2), and Does Not Meet Expectations (1)
1.1 Comprehensive Knowledge **Score:**	Displays knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency.
1.2 Critical Reflection **Score:**	Displays ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice, in a manner that evidences reflective leadership proficiency.
1.3 Articulate a Philosophy **Score:**	Displays ability to articulate an integrated philosophy of education and leadership, in a manner that evidences reflective leadership proficiency.
1.4 Exercise Leadership **Score:**	Displays ability to exercise leadership within an educational setting, in a manner that evidences reflective leadership proficiency.
2.1 Construct and Support Interpretations and Arguments **Score:**	Displays ability to construct and support reasonable interpretations and arguments, in a manner that evidences analytic inquiry and research proficiencies.

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2.2 Employ Multiple Perspectives and Theoretical Frames Score:	Displays facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices, in a manner that evidences analytic inquiry and research proficiencies.
2.3 Critically Read and Review Research Score:	Displays ability to critically read and review various forms of research and to use it to resolve administrative challenges in educational situations, in a manner that evidences analytic inquiry and research proficiencies.
2.4 An Understanding of Research Score:	Displays understanding of qualitative and quantitative research paradigms, in a manner that evidences analytic inquiry and research proficiencies.
3.1 Communication, Interpersonal and Process Skills Score:	Displays communication, interpersonal, and process skills necessary to function effectively in academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra- and inter-group relations, in a manner that evidences communication proficiency.
4.1 Understanding of K-12 or Higher Education Score:	Displays theoretical understanding of K-12 education and its administration and the ability to relate theory to practice.
4.2 Plan and Evaluate Policies and Programs Score:	Displays ability to plan and evaluate policies and programs within K-12 education, in a manner that evidences field content area proficiency.

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Appendix B

Questions for K-12, PhD Cohort Selection & Prelims

Scoring the following questions: 1 = weak, 2 = fair, 3 = strong

Purpose of Leadership

1	2	3	Are some people born leaders?
1	2	3	What are the most important traits in leaders?
1	2	3	Is measuring effective leadership possible, describe?
1	2	3	Could you support Theater, Anthropology, and Marketing as leadership courses?
1	2	3	Describe the difference between organizational culture and climate.
1	2	3	Do rewards make people more effective?

Purpose of Education

1	2	3	What is the best way to assess what has been learned?
1	2	3	What is the best way to evaluate a school?
1	2	3	What is the best way to incentivize better teaching?
1	2	3	Do K-12 schools liberate thinking or induce indoctrination?
1	2	3	Teacher PD should be aligned with what?
1	2	3	Describe the differences between cultures and systems?

Purpose of Research

1	2	3	Describe the differences between "limitations" and "delimitations"
1	2	3	Describe the limitations in a qualitative research design?
1	2	3	When interviewing, describe the role of the researcher?
1	2	3	Describe the difference between a Dependent Variable and an Independent Variable.
1	2	3	Describe the conceptual differences between systems and systematic.
1	2	3	What is the role of common sense in research?

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Appendix C

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

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SCHEDULE OF STUDY for K-12 Ph. D. Educational Administration (PC1)

Name: **University ID#: 991-**

Street Address:

City: **State:**   **Zip:**

Adviser: Steve Gruenert

Minimum of 72 hours of coursework and 18 hours of dissertation required for the degree.

1. Educational Foundations (15-20 Hours minimum) Course # Description	Hrs.	When Taken	Grade	Taken/To Be Taken	Remarks
EDLR 806 Seminar in Educational Thought	3			Spring 2	Ph. D. Program Course
EDLR 710 Social Foundations of Educational Leadership	3				EdS
EDLR 605 Philosophy in Education OR EDLR 608 School and Society	3				MEd
EDUC 610 Research in Education	3				MEd
Total	**12**				

2. Educational Administration (36 Hours minimum) Course # Description	Hrs.	When Taken	Grade	Taken/To Be Taken	Remarks
EDLR 657 Human Relations Educational Admin.	3			Spring 1	Ph.D. Program Course
EDLR 755 Research Seminar in Educational Law	3			Fall 2	Ph. D. Program Course
EDLR 708 Seminar on Foundations of Modern Education	3			Summer	Ph. D. Program Course

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Course # / Description	Hrs.	When Taken	Grade	Taken/To Be Taken	Remarks
EDLR 682 Contemporary Problems in Education	3			Fall 1	Ph. D. Program Course
EDLR 650 Foundations of Educational Leadership	3				MEd
EDLR 655 Legal Aspects of Educational Administration	3				MEd
EDLR 656 School Community Relations	3				MEd
EDLR 681 The School Principal: Leadership for Changing Schools	3				MEd
EDLR 751 Human Resources Development	3				EdS
EDLR 753 Public School Finance	3				EdS
EDLR 754 School Business Administration	3				EdS
EDLR 757 School Facilities Planning	3				EdS
EDLR 759 Seminar in Superintendency	3				EdS
EDUC 770 Curriculum Development	3				EdS
EDUC 758 Principal Internship Seminar	3 3				MEd

Educational Administration (Cont.) Course # Description	Hrs.	When Taken	Grade	Taken/To Be Taken	Remarks
EDUC 793 Principal Internship	3 3				MEd
EDUC 790 Central Office Intern 1	3				EdS
EDUC 793 Central Office Intern 2	3				EdS
Total	**60**				

3. Research and Theory Core (12 Hours minimum) Course # Description	Hrs.	When Taken	Grade	To Be Taken	Remarks
EDLR 761 Inquiry Higher Ed.	3			Fall 2	Ph. D. Program Course

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EDLR 850 Advanced Leadership Theory	3			Summer	Ph. D. Program Course
EDLR 859 Research Seminar in Educational Admin.	3			Spring 2	Ph. D. Program Course
EPSY 612 Statistical Methods	3			Fall 1	Ph. D. Program Course
EPSY 712 Inferential Statistics, OR	3			Spring 1	Ph. D. Program Course
EPSY 710 Qualitative Designs					
EDLR 899 Dissertation	18			TBD	Ph. D. Program Course
Total	**33**				
Grand Total Hours					

Minimum 72 Sem. hrs. + 18 dissertation = 90 hrs required for the degree

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Approved:

_____

Chairperson or Advisor

_____

Dean, Bayh College of Education

_____

Dean, College of Graduate and Professional Studies

Distribution:

Dean, College of Graduate and Professional Studies

Dean, Bayh College of Education

Committee Chairperson

Student

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: K-12 Leadership PhD
Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	The rubric design isolates each LO for independent assessment, but using a holistic rubric instead of an analytical or benchmark rubric lends itself to a great deal of subjectivity in rating, especially if multiple raters are engaged. Some of the LOs are quite compound, and many be at risk of being partially measured depending on the questions and responses (e.g., 3.1).	Mature

Results & Analysis		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used	I didn't see a performance goal/threshold for proficiency stated for each LO and associated measure.	Developing
Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement	Thoughtful suggestions for analyzing curriculum and teaching in areas where students scored mostly in "developing."	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)	If curricular/teaching changes are not easily identified or not effective in improving student performance, consider earlier point of assessment of these LOs in related courses in the curriculum. This may help better pinpoint the knowledge and skills that need further development.	Mature
Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	PE All Grade Program		Date:	October 31, 2024
Author(s):				
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.			_x__ Campus ___ Distance ___ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Outcome 1 **Scientific and theoretical knowledge— Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.**	Post Graduation	N/A	PRAXIS II	The program benchmark was 80% of the passing rate.	4 out of 4 test takers passed the test (100% passing rate).	**2022-2023: passing rate was 100%.**
Outcome 2 **Skill-based and fitness-based competence—Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement**	PE 217 & PE 442	FITNESSGRAM test (criterion-referenced test)	FITNESSGRAM rubric	Students are expected to earn at least "Healthy Fitness Zone" for all 5 fitness tests for FITNESSGRAM.	PE217 5 out of 5 test takers met the "Healthy Fitness Zone." (100%) PE442 7 out of 7 test takers met the "Healthy Fitness Zone" (100%)	2022-2023: PE217 7 out of 8 students met the HFZ (88%) PE442 14 out of 16 students met the HFZ (88%)

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performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.						
Outcome 3: Planning and implementation— Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.	PE 302	Lesson plan and teaching assignment in elementary schools.	Lesson plan & implementation rubric	Students are expected to earn a minimum of 2 on a 3 point scale for all evaluation rubric components. There are 10 components for planning and 8 components for implementation. 100% of the students will be required to meet this benchmark.	9 out of 9 students met the minimum expectations for all evaluation components for lesson plan and implementation part during their field experiences. Benchmark was met (100%)	2022-2023 10 out of 10 students met the expectations (100%)
Outcome4: Instructional delivery and management— Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	CIMT 401	Student Teaching Evaluation	Student Teaching Evaluation Rubric	Students are expected to earn a minimum of 2 on a minimum of 3 point scale for all evaluation components. There are 28 evaluation components in this rubric. 100% of the students will be required to meet this benchmark by the end of CIMT401.	10 out of 10 students met the minimum expectations for all evaluation components for lesson plan and implementation part during their field experiences. Benchmark was met (100%)	The same 100%

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Outcome 5: **Impact on student learning—Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.**	PE400	Work Sample Report	Work sample rubric	Students are expected to earn a minimum of 2 on a minimum of 3 point scale for all evaluation components. There are 7 evaluation components. 100% of the students will be required to meet this benchmark.	Altogether, 6 out of 6 students met the minimum expectations for all evaluation components. The benchmark was met in the given data (100%).	The same 100%
Outcome6: **Professionalism—Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.**	ESS office The survey was distributed to the alumni and employers and collected.	A disposition survey		Students are expected to earn a minimum of 2 on a minimum of 4 point scale. There are 10 evaluation components. 100% of the students will be required to meet this benchmark.	Altogether, 6 out of 6 students met the minimum expectations for all evaluation components. The benchmark was met in the given data (100%).	The same 100%
Indirect measure	ESS office	Alumni survey	Survey	At least the mean score of 2.5 out of 4 on the rating scale for each component is expected for 10 items of the program effectiveness survey.	Mean = 3.95 out of 4 *4= extremely satisfied 3=somewhat satisfied 2=Somewhat dissatisfied 1=Extremely Dissatisfied	2022-2023 Mean = 3.78 out of 4

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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	In all outcome measures show that students' performance either improved or maintained during this assessment cycle. Especially, the assessment 2 data improved and all students met the expectations.

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Data Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The degrees awarded trend: Highest number of degrees awarded (n=11, 2023-2024) among last five years. The lowest number was 6 in 2020-2021. The first year retention data was 66.7% in fall 2023 which was higher than university data. The number of transfer students has increased (Five in fall 2024; 1 in 2022; 2 in 2023). The 4-year graduation rate has been improving and marked the highest rate for the 2020 cohort (42.86%) compared to the previous group (25%). The data for the average total credits to degree decreased from 142.6 to 135.5 which was below the university BA program data. The average years to graduation marked the lowest (3.6 years) comparing to the last year (5.1 years) and previous years (3.9 years). We observed the efficient program operation toward on time graduation.
What student success indicators are concerning?	Although all assessment data indicate the enhanced or maintained level of student success, the declining major enrollment is concerned (from 38 in fall 2023 to 31 in fall 2024). But this trend is aligned with the overall University UG enrollment decline thus the percentage of major in the university UG degrees has been remained at the similar level (0.57% to 0.50%) which warrants more recruitment effort in various ways.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	We observed eight out of ten graduates were hired as PE teachers and/or coaches. Some of them received multiple job offers before they were hired. We believe this is a strong indicator of student success. A few juniors and seniors are working as assistant coaches or voluntary coaches for football, basketball, softball, and soccer teams at local schools.

3. Continuous Quality Improvement

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Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	1) Overall, findings from the assessment data showed either improvement or maintained data trend compared to last year. All six areas of learning outcomes improved. Especially, the assessment 2 data improved and show 100 % met the expectations. This finding was encouraging. Despite our challenges like the loss of resources, we are proud of what we have accomplished. **2) Indirect Measure:** We had the second cycle of the program completers' survey on the program effectiveness. Overall, data improved from the previous year and met the benchmark. We had a low response rate (n=2), but the findings were encouraging. They rated almost all components with "extremely satisfied" and showed the high level of satisfaction of the program effectiveness. We will continue monitoring the majors' progress and effective program operation.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	We will continue monitoring the majors' progress and try to maintain the high level of student success. We will integrate service learning to extend student field experiences (i.e., PE302 at afterschool program to better understand to teach elementary school children) and community engagement. This additional 6 hours of service learning in addition to the 20 hours of early field experience in PE 302 will enhance student learning outcomes and contribute to the community at the same time.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	Service learning component integrated program course development (i.e., afterschool programs, motor development lab, adapted PE lab development) if possible, but we have a shortage of faculty. With additional resources, we will be able to accomplish more successful learning outcomes and meet the university mission.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will continue to improve technology and assessment areas. In PE302, we plan to integrate instructional technology assignment too. This will make the priority assessment area for the improvement for both technology and assessment. A new project will be added to PE302 for this goal.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	All assessment data were shared with program area faculty via email. The program area faculty is defined as anyone who teaches program requirement courses within Dept. of T&L and Dept. of KRS.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Physical Education All Grade BS
Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Alignment to standards is indicated where applicable	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	LOs are very compound in some cases; this isn't necessarily an issue but can make it difficult to ensure all aspects of each LO are fully evaluated.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Good use of relevant professional learning as points of measurement for assessment (student teaching, PRAXIS II) Good incorporation of the indirect measure of a student survey to gain insight into student learning from their own understanding and perceptions.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Does the PRAXIS II require students to "apply discipline-specific scientific and theoretical concepts" or just demonstrate their knowledge? If the latter, then it might be worthwhile to include a course-based direct measure of this LO to ensure students not only know, but can do, what LO1 requires. It seems like the Student Teaching Evaluation used for LO4 might apply, though the rubric may need to be adapted to align with LO1 as well. Note – PRAXIS II scores are excellent to include in your assessment strategy. They just may be more indirect forms of assessment for anything beyond knowledge-level mastery.	Mature

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.			The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.			Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	School Administration Ed.S.		Date:	October 30, 2024
Author(s):	Ryan Donlan			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			___ Campus ___ Distance _x__ Hybrid	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
NELP 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.	**EDLR 790-792** Individual Research and Study	**Internship Evaluation** Completed by Field Supervisor, Typically the School Superintendent	Four-point rubric	80% of students will be at Meets or Exceeds Expectations	For Spring 2024, on the Internship Evaluation, 28/30 met or exceeded expectations or 93%. For Fall 2023, on the Internship Evaluation, 11/ 15 met or exceeded expectations or 73%.	We did not assess NELP 3.1 in the prior cycle, under this assessment model. 2023-2024 was a baseline year, as it was included in that data pull. Now with a new three-year cycle, this indicator will be assessed every three years for trend analysis. Internship evaluation data are, thus, comparable.

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	EDLR 790-792 Field Research Project	**Long-Term Project** Completed by University Supervisor, Faculty of Record	Four-point rubric	80% of students will be at Meets or Exceeds Expectations	For Spring 2024, on the Long-Term Project, 30/31 met or exceeded expectations or 97%. For Fall 2023, on the Long-Term Project, 23/24 met or exceeded expectations or 96%.	
	EDLR 751 Administration of School Personnel	**Policy and Personnel Review** Completed by Faculty of Record	Four-point rubric	80% of students will be at Meets or Exceeds Expectations	For Fall 2023, on the Policy and Personnel Review, 19/19 met or exceeded expectations or 100%.	
NELP 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that	**EDLR 790-792** Individual Research and Study	**Internship Evaluation** Completed by Field Supervisor, Typically the School Superintendent	Four-point rubric	80% of students will be at Meets or Exceeds Expectations	For Spring 2024, on the Internship Evaluation, 28/30 met or exceeded expectations or 90%. For Fall 2023, on the Internship Evaluation, 13/15 met or exceeded expectations or 87%.	We did not assess NELP 4.2 in the prior cycle, under this assessment model. 2023-2024 was a baseline year, as it was included in that data pull. Now with a new three-year cycle, this indicator will be assessed

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promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.						every three years for trend analysis. Internship evaluation data are, thus, comparable
	EDLR 790-792 Field Research Project	**Long-Term Project** Completed by University Supervisor, Faculty of Record	Four-point rubric	80% of students will be at Meets or Exceeds Expectations	For Spring 2024, on the Long-Term Project, 31/31 met or exceeded expectations or 100%. For Fall 2023, on the Long-Term Project, 23/24 met or exceeded expectations or 96%.	
NELP 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the	**EDLR 790-792** Individual Research and Study	**Internship Evaluation** Completed by Field Supervisor, Typically the School Superintendent	Four-point rubric	80% of students will be at Meets or Exceeds Expectations	For Spring 2024, on the Internship Evaluation, 27/30 met or exceeded expectations or 90%. For Fall 2023, on the Internship Evaluation, 12/15 met or exceeded expectations or 80%.	We did not assess NELP 6.1 in the prior cycle, under this assessment model. 2023-2024 was a baseline year, as it was included in that data pull. Now with a new three-year cycle, this indicator will be assessed

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district's mission and vision.						every three years for trend analysis. Internship evaluation data are, thus, comparable
	EDLR 790-792 Field Research Project	**Long-Term Project** Completed by University Supervisor, Faculty of Record	Four-point rubric	80% of students will be at Meets or Exceeds Expectations	For Spring 2024, on the Long-Term Project, 30/30 met or exceeded expectations or 100%. For Fall 2023, on the Long-Term Project, 23/24 met or exceeded expectations or 96%.	
	EDLR 710 Social Foundations of Leadership	**Conceptual Model of Philosophy of Educational Leadership** Completed by Faculty of Record	Four-point rubric	80% of students will be at Meets or Exceeds Expectations	For Summer 2024, on the Conceptual Model, 11/11 met or exceeded expectations or 100%. For Summer 2023, on the Conceptual Model, 20/20 met or exceeded expectations or 100%.	

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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Three principal findings are inherent in the evidence that we have collected in our Student Outcomes Assessment System on the assignments provided to candidates. First, assessment outcomes overall seem much-more skewed to the positive than a normal curve would typically indicate. This among other reasons has caused us to think possibly our NELP rubrics need an overhaul. Upon inspection of the indicator leveling of the rubrics, we found incongruities and inconsistencies to exist in the level narratives, and in Summer 2024, the master rubric was revised. We hope over the course of this academic year to incorporate the new Standard Indicator leveling language into the course-specific rubrics and subsequently to assess how performance does or does not shift. Thus, currently and we say hesitantly, we do not necessarily have any teaching and learning shortfalls; rather, an assessment structural incongruity in need of correction at the Standard Indicator level in each course. Second, we appear to have leaders performing well on most tasks we are assigning, as we have met benchmark goals on all but one indicator assessed over multiple assignments. Positives again this cycle, from this determination, are that we are putting the right people in charge of organizations that make a difference in others' lives, especially students. Drawbacks remain when it comes to one-on-one conversation—faculty to student and vice versa—potentially that critical conversations and accountability measures may yield false praise on one's competencies, at the expense of pushing our candidates to grow. The question remains again this cycle: Are our candidates really this good, at such an early-on juncture in their developmental journeys? Note NELP 3.1 for the overall Internship scoring: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture. In Fall 2023, this scoring yielded 73%, as opposed to our expected threshold of 80% minimum. A new Ed.S. Director was in place, as well as a new Professional Induction program for Field Supervisors. Potentially, some new and high standards of rigor were on board yielding an

	honest implementation dip for scores. Scores rebounded in Spring 2024 in this same area. A rising tide helping all ships?
	Finally, inter-rater reliability was prior determined to need scrutiny. However, currently, we're not sure this makes sense or is practicable to achieve. The reason is that ALL courses in the Ed.S. are one-section courses, with only a singleton faculty member teaching. We'll need to discuss how we might entertain notions of interrater reliability PD without having multi-section courses.

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Data on distance majors has shown consistent continuing enrollment since Fall 2019, with a spike of enrollment in 2022-2023. Numbers seem to have leveled-off for 2023-2024, back to pre-2022-2023 levels; however, as these data are provided in a snapshot, I'm encouraged with new pre-enrollment Program of Study development from overall Ed.S. interest generated at the Indiana Principal Leadership Institute that they will shake-out in a positive trend upward, somewhat. This is particularly positive as reported in 2023, as Ed.S. programs across the country have waned in relevance in the past decade or more, with latitude of local Boards of Education not necessarily to hire someone with a Central Office credential for the Superintendency.
	Modest increases have seen in numbers of Black or African American students yet with a decline fall 2024. Those students with Hispanic origin or of any race are showing promise (still up from 1 to 3 in each demographic category, for the past three years). Data on on-campus majors is more modest, because we have so few candidates accessing our program directly on-campus, locally (in fact, courses are now taught hybrid with a significant portion online, despite classification of students).

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	Average years to graduation has gone from 1.7 to 1.4 last year, then up to 2.0 this year, still marking efficiencies that are good to see. It should be noted that preferred timelines are suggested to students between one and two years, with a course rotation intentionally in supporting 12-month, 18-month, and 24-month completion options, so we are well-within the range of productive matriculation. Finally, we are seeing healthy maintenance (though varying) in degrees awarded with an Ed.S. major, up from 27 in 2021-2022, to 39 in 2022-2023, and now 26 in 2023-2024. On balance, it seems as though outreach and completion efforts, as well as responsive advising efforts, are paying off. Note the program has one faculty and one section per course, on predictable rotations with no planned additional hires, so we are maintaining a sweet-spot of credit hour and completion percentage generation.
What student success indicators are concerning?	Data on distance majors are still showing a disproportionate predominance of white/Caucasian students in our Ed.S. degree program, and notwithstanding the modest ups and down's above of Black and Hispanic/Other candidates, and mindful (sadly) that our industry reflects this majorized phenomenon, this still concerns us as a program, department, and college. We are working activity in efforts to diversify our faculty and students through partnerships with the Indiana Association of School Principals.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (*https://irt2.indstate.edu/ir/*).*	In terms of relevant student success data not included the Program Data Profile – Anecdotally, interest in our Ph.D. program is growing within the ranks of students enrolled in our Ed.S. program. We now have a small number of students completing Ed.S. degrees and moving directly into our Ph.D. Residency, evidenced in the fall of 2024. In terms of relevant student success data not included the Program Data Profile – Of general concern are anecdotal reports of negative personal and professional experiences in the profession of educational leadership, with a noted malaise of unfulfillment and questions of whether our Ed.S. students will remain in the profession of education for a career-lifetime. Concerns are in line

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to the Rand Report, State of the Superintendent 2024 (American School District Panel and CRPE Reinventing Public Education), where key findings include the major "stressors" for superintendents in small districts to include BUDGET and major "stressors" for superintendents in large districts to include POLITICAL ISSUE INTRUSION. As faculty, we are spending at least two or more hours each week on such issues in Zoom chats and school visits, working to help Central Office Ed.S. Interns maintain enthusiasm and resolve while they confront the realities of school voucher competition (budgetary), Governance/Leadership Board/Superintendent dysfunction (political), and a general sense of their own job security amidst contemporary challenges. Granted these are more qualitative or even anecdotal, but amid the NELP data we analyze, those dealing with issues of operations and the larger political picture, these are working to triangulate what we are seeing in numbers, with real lived experiences. Thankfully, as RAND reports, political issues as a source of work stress are down from 88 percent in 2023 to 60 percent in 2024, and about six out of every 10 superintendents reported in spring 2024 that job stress was worth their opportunities to serve in such capacity, (Rand, 2024, p. iii).

In terms of—in terms of Dispositions Assessments, the results are skewed much-toward "Exceeds Expectations," which is a concern. Across every category, there are more "Exceeds Expectations" than there are "Proficient," for nearly 60 candidates. As faculty, we believe this is virtually impossible, as these are candidates that in most cases, do not yet have Superintendencies, and those currently in training are not disproportionately more skilled than those who are sitting Superintendents (with the latter certainly not ranking this high from constituents, or even with anecdotal observation from faculty members such as us). Further, two scores of "Adequate" were present, across all indicators and among all candidates—these were "Provider of an Environment of Trust" and "Role Model." Again, only two candidates with one score of "Adequate" each; they each had all other scores of "Proficient" or "Exceeds Expectations" among all other indicators. Again, impossible. This will certainly be a goal in terms of a focused discussion topic in the virtual Field Supervisor Orientation held each semester.

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3. Continuous Quality Improvement

| Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes. | Previous Year: Recruitment of diverse students was and continues to be a focus for the program.

Update: We have continued efforts in diverse recruiting strategies partnership opportunities in Indiana Association of School Principals Empowering Leaders Initiatives (professional development for non-traditional and minoritized leadership groups), as well as another cycle of targeted advertising through the Indiana Association of School Principals (podcast spots and Indianagram advertising). We have also been mindful to ensure diverse faculty presence to the best of our abilities and have engaged in honest and frank conversations about the racial and ethnic demographic of current candidates and professors. The diversity of speakers and presenters in EDLR 759 Seminar in the Superintendency was given serious focus in Summer 2024, in terms of race, gender, and ethnicity, as well as a redoubled focus on leveraging participation and impact from urban school central office leaders.

Previous Year: We continue to recruit students through our partnership with the Indiana Principals Leadership Institute (IPLI).

Update: We have continued to promote the Ed.S. program during IPLI's summer conference and provide opportunities to earn Ed.S. credit through the program activities. Ongoing, responsive transcript review and Program of Study "draft" completion has been part-and-parcel of our IPLI recruiting activities for over a year's time to date. Tuition fees for these courses are half the cost of the regular courses. IPLI Program Director Dr. Kelly Andrews continues as a member of our faculty, teaching the IPLI course sections, and we have increased proximity of Extended Learning Offices by bringing them into the Bayh College of Education's University Hall, this past year prominently on our main-floor level, and rely keenly upon our Graduate Student Services office at BCOE for responsive assistance.

Previous: Our partnership with Warsaw Community Schools continues to be a shining example of ways to Attract, Prepare and Retain qualified |

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administrators. Currently around 10 students are enrolled in the Ed.S. program through this partnership, slated to graduate in December 2024.

Update: Of 11 graduates from prior year's Warsaw Experience, a handful are now teaching in Cohort 2 of the Warsaw M.Ed. Experience, providing internal leadership to the Warsaw Community Schools through our professional preparation success. We are also planning for a separate recruitment effort in the AP AD Sycamore Experience, an intentional effort to diversify educational leadership through partnerships with the Indiana Association of School Principals and the Indiana High School Athletic Association. We hope for a themed Assistant Principal/Athletic Director M.Ed. experience to launch with our Dean's support in Fall 2025.

Previous: Overall, there were 39 degrees conferred in 2022-23 and 26 degrees conferred in 2023-24. Our total enrollment for 2023-24 includes:
- Fall 2023 – 37 enrolled students
- Fall 2024 – 39 students

New Graduate to the Ed.S. program included:
- Fall 2022 – 11
- Fall 2023 – 9
- Fall 2024 – 13

Continuing Students
- Fall 2022 – 39
- Fall 2023 – 19
- Fall 2024 – 23

Returning Students
- Fall 2022 – 3
- Fall 2023 – 9
- Fall 2024 – 3

Full-Time Students
- Fall 2022 – 20
- Fall 2023 – 12
- Fall 2024 – 12

Part-Time Students
- Fall 2022 – 33

- Fall 2023 – 25
- Fall 2024 -- 27

Applications have tended to remain steady.

Ed.S. students tend to fare well on the ETS licensure exams; however, this year trended down slightly.

Update: *Following are three-year trends, with refined and updated numbers from Blue Reports:*

Academic Year (September 1 to August 31)	Total Number of Candidates Enrolled in the Program		Subset of Program Completers
2020-2021	Fall 36	Spring 53	30
2021-2022	Fall 37	Spring 55	26
2022-2023	Fall 53	Spring 42	35

Licensure Test Update 2023-2024:

Pass Rate: **10 out of 13 candidates passed** the 2023-2024 School Superintendent Licensure Assessment, for a **pass rate of 77%**.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	First, we have aligned and rewritten NELP Standard Indicators with Indiana Content Standards for Educators in the rubric used to measure candidate competencies. We believe we must maintain fidelity to both sets of standards. Second, based on last year's priorities, the leveling of rubric indicators (exceeds, meets, developing, and does not meet) have undergone a complete. When moving from the ELCC Standards to the NELP Standards, we believe our program fell short of a leveling audit for each standard indicator.

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Third, assessments are undergoing planned and repurposed selection of which indicators align more accurately with which assessments, in terms of what the assessment should be measuring, and how best to accomplish that. We will be handling this analysis when we begin in earnest more focused CAEP activities for the current/next review cycle.

Fourth, continued attention to the professional training and induction of Site Supervisor is required, especially in how they assess their own abilities to model knowledge, skills, and dispositions in certain areas of measure. We have implemented a professional induction program at the Ed.S. level that is now in its 2nd year of operation, well-received we might add.

Fifth, we understand with our Licensure Results dip, the candidates who fell short as first-time test-takers passed on a second attempt. While positive to hear, we're not resting on our laurels. First, we will examine the delivery of Seminar in the Superintendency, with planned integration of a more extensive test-familiarity and preparation process. Next, we will clearly message to candidates the importance of ISU affiliation when registering for the test, as we have not been receiving specific reports for all successful test-takers. Finally, we will more clearly reinforce optimal timing for the test, itself, in that candidates would ideally test more closely to their capstone experience with fresh coursework, rather than waiting for a later date. In short, we will not teach to the test, yet we will be more mindful of ongoing reminders of how candidates can better position themselves for an accurate read on their skills and competencies developed, with more intentional test strategy preparation during capstone coursework.

Finally, we need to continue work to streamline the variety of assessments and reporting obligations we have as Program Directors and university faculty.

| **What support/resources/partnerships (if any) will be explored to achieve these?** *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).* | A close working relationship with the BCOE Office of Assessment, Graduate Student Services, ISU Extended Learning, ISU Admissions, the Indiana Principal Leadership Institute, and the Indiana Association of School Principals, are key entities/mechanisms for support/resources/partnerships. Additionally, |

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	familiarization with a 2nd year's Director's Role has been helpful in moving ahead smartly and confidently. I'm continuing to embrace the challenge.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Changes to yield stronger data collection outcomes will be further implementation of new collection software, Student Learning and Licensure, through our BCOE Office of Assessment, as well as continuation and refinement of our new Professional Induction and Orientation System for Clinical Field Site Supervisors, which we believe will assist with Field Supervisor inter-rater reliability.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	All program faculty will receive copies of this submission report and subsequent analysis and feedback of this report. Additionally, we have successfully passed a State Review and look forward to our CAEP Review, and all faculty are involved, detail-to-detail, in that process as well. Finally, our Graduate Council review process has been suspended indefinitely because of the success of our SOAS efforts university-wide (much credit to the ISU Office of Assessment and Graduate Council in acknowledging). Finally, ongoing and robust conversations will take place in faculty program meetings, and as Director, I will continue to broaden and deepen the conversation with part-time temporary faculty not only in terms of their annual appraisal process, yet also in co-constructing the future of a learning leaders' model for ongoing, systemic improvement in our Ed.S. delivery model. Partnership schools and candidates will also receive an overview report of assessment cycle results and oversight feedback on what we provide, and what we are asked to do as we chart the course to the future.

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What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Changes to yield stronger data collection outcomes will be further implementation of new collection software, Student Learning and Licensure, through our BCOE Office of Assessment, as well as continuation and refinement of our new Professional Induction and Orientation System for Clinical Field Site Supervisors, which we believe will assist with Field Supervisor inter-rater reliability.
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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: School Administration EdS
Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Clear alignment to accreditor standards	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	LOs are quite compound, which can make it hard to ensure every component of each is fully measured. Review assessment strategies and evaluation tools to ensure they isolate each component of each LO well.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Excellent use of multiple rich and relevant sources of data for each LO to understand student mastery. This definitely helps mitigate the challenges of measuring compound LOs. Rubrics appear to be isolating scores based solely on the aligned LO.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

Results & Analysis				
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described	I noted the questions faculty are asking regarding how well students appear to be doing. Would it be helpful to add an indirect measure of student reflection on their own learning strengths and areas for growth? Seeing how well their perspectives match the performance you're seeing might be helpful.	Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Faculty are clearly involved in ongoing understanding of student learning, and use a variety of data to inform decisions about student recruitment, retention, success, and learning. Thoughtful consideration goes into the development and deployment of assessment tools and the quality of data those tools generate. Ideas are proposed for refining assessment strategies to ensure data quality is sufficient for use in planning and program revisions.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   OPTION A: TABLE FORMAT

Academic Program:	M.Ed. School Counseling	Date:	
Author(s):	Tonya Balch		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			_X__ Campus ___ Distance ___ Both

1. Student Learning Outcomes Assessment
Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. 5.b. Students will demonstrate a systems approach to conceptualizing clients. CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.	COUN 634: Practicum	1. Final Case Presentation	Rubric	Students will earn an average of 89 out of 100 points (B+).	100 % of students met the benchmark with 10/11 earning an A. The average score on the counselor's assessment dimension of the rubric as 13.5/15 points. The student who did not earn an A repeated the assignment.	The number of students earning an A decreased slightly from the prior year. This was due to one student's score. One student failed this section and repeated the assignment.
	COUN 635: Career Development	2. Postsecondary Education Plan assignment	Rubric	Students will earn an average of 70 out of 80 points (B+).	The average score was 77.3/80. All 23 students met the benchmark.	The rubric for this assignment changed. It was previously worth 90 points and is now worth 80 points. It is difficult to make a comparison. Additionally, due to resequencing the

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						courses, the number of students doubled for one year.
	COUN 739B Internship	3. Final Case Presentation in Internship	Rubric	Students will earn an average of 89 out of 100 points (B+).	The average score was 93.3/100 with 13/13 earning an A. The average score on the counselor's assessment dimension of the rubric as 14.5/15 points.	There was very little change from the previous year. Students use the same rubric in Practicum and understand how to complete each dimension of the rubric.
		4. Pass the Indiana Praxis assessment for school counselors	Licensure test	100% pass rate.		Students are prepared for the Praxis test and score well.
2. 3. d. Students will demonstrate the impact of heritage, attitudes, beliefs, understandings, acculturative experiences on an individual's view of others. CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.	COUN 634: Practicum	1. Final Case Presentation	Rubric	Students will earn an average of 89 out of 100 points (B+).	91% of students met the benchmark with 10/11 earning an A. The average score on the multicultural considerations dimension of the rubric as 4.7/5 points. Once again, one student did not meet the benchmark and repeated the assignment.	The number of students earning an A decreased slightly from the prior year. This was due to one student's score. One student failed this section and repeated the assignment.
	COUN 739B: Internship	2. Engagement in supervision	Individual assessment	Students will be come to monthly supervision with questions regarding their K- 12 clients.	All students actively engaged in supervision twice each month.	Our students actively participate in supervision.

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	COUN 739B: Internship	3. Final Case Presentation in Internship	Rubric	Students will earn an average of 89 out of 100 points (B+).	The average score was 93.3/100 with 13/13 earning an A. The average score on the multicultural considerations dimension of the rubric as 4.9/5 points.	There was very little change from the previous year. Students use the same rubric in Practicum and understand how to complete each dimension of the rubric.
3. Practice 3.c. Students will develop and practice core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.	COUN 793B: Fieldwork	Developing & Implementing four classroom lesson plans	Complete lesson plan templates	Students will earn an average of 87 out of 100 points (B+).	The average score was 75/75 with 11/11 students earning an A.	Students utilize the ASCA National Model template for classroom lessons.
	COUN 635: Career Development	Indiana Career/College Lesson Plan	Complete lesson plan template	Students will earn an average of 13 out of 15 points (B+).	The average score was 34.3/35. 22/23 students met expectations. One student did not complete the assignment at all.	There was very little change from the previous year. Students utilize the same template in multiple courses.
	COUN 731: Organization and Administration of Guidance Programs	ASCA National Model Assignment	Complete a series of templates	Students will earn an average of 89 out of 100 points (B+).	The average score was 117/120 with 12/13 students earning an A. This is	This is a group project and students hold one another

					a group project. The average score on the dimension of the rubric related to classrooms lessons was 10/10.	accountable to complete.

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Our graduate students tend to be very focused and meet our expectations. We continue to develop and refine our rubrics, particularly those utilized in multiple courses. We have incorporated more group projects to mirror the work of practicing school counselors. This has proven to be effective. This year, one student struggled with balancing work and graduate level work. The faculty supported her and she is doing exceptionally well now. Faculty re-sequenced the courses in our program of study. We are heavily monitoring the effectiveness of the changes we have made.

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	1. Student case presentation in both Practicum and Internship require students to conceptualize K-12 students utilizing both developmental and counseling theories. We provide a rubric and exemplar for this assignment. When students present their case presentation, they also complete a self-evaluation of the counseling session with the K-12 student. Students additionally submit a video of a group they have conducted with a self-evaluation. These indirect assessments are valuable as it provides insight into the confidence level of the students in providing individual and group counseling. 2. Our students have a thorough understanding of the ASCA National Model for developing Comprehensive School Counseling programs. We added a group component to this assignment last year and it has been highly effective. We introduce the model in Introduction to School Counseling, reinforce the concepts and begin utilizing one of the templates in Fieldwork and Career Development, and utilize all the

	templates in Organization and Administration of Guidance Programs. They complete the assignment in groups at different developmental levels. 3. Our students' pass rate on their Praxis exam for state licensure continues to remain at 100%.
What student success indicators are concerning?	We transitioned to a 60-hour program per requirement of CACREP, our accrediting body. We are concerned this may negatively impact enrollments. To address this concern, we have modified the delivery of the required summer courses to be more accommodating for students at a distance.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (*https://irt2.indstate.edu/ir/*).*	Overall, Blue Report data note strong retention rates and graduation rates. Many of out students have an education background and our demographics reflect that. We continue to reach out to graduates to assist in recruiting diverse graduate students.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	We identified two priorities in our action plan. Below are updates. 1. We have successfully retained all the adjuncts in the school counseling program for this academic year. This includes one doctoral student who will graduate and likely not teach due to driving distance next year. We are very concerned about adjuncts for the summer of 2025. Historically, six courses were required in the summer and now it is eight. This means instead of one summer adjunct we will need three. I am concerned that qualified professionals work during the summer and would not be available. I am currently advocating for additional summer resources. The required additional summer courses allow students to graduate in two years. 2. We have many graduates who promote our program. I regularly receive emails requesting a school counselor as there is such a shortage in Indiana currently. I encourage all of them to 'grow your own' and identify individuals in their districts who would be a good fit for them. This has been highly successful in Evansville Vanderburgh School Corporation. We will look for additional venues to recruit for next year.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	1. Fully staff every course with qualified individuals to ensure program integrity. We want our students to continue to receive a high quality education that prepares them to work effectively with K-12 students. 2. Promote the school counseling program and attract a strong group of diverse graduate students. The changes to the summer delivery of courses is much

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	friendlier for students who are far from campus and we are hopeful this will attract more students from other parts of the state.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	1. We will continue to have a partnership with both Vigo County School Corporation and Evansville Vanderburgh School Corporation as they continue to promote the school counseling profession and ensure they have adequate school counselors in their respective districts. This will likely be our final year with Evansville Vanderburgh School Corporation as they are reaching saturation with qualified school counselors in their district. 2. We will look for additional venues to promote the school counseling program.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	1. We will keep our current student learning outcomes for an additional year to monitor if programmatic changes have impacted them. In particular, noting whether uncoupling Group Counseling and the Multicultural Counseling courses impacted student learning.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty collectively selected Key Performance Indicators (KPIs) for our accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We selected standards from our KPIs for university assessment. We utilize TEAMS for data collection and counseling faculty analyze annually. All faculty have access to TEAMS, can input data from their courses, and review at any time. This report is posted on our website and available for any stakeholder requests. This fall, new KPIs will be selected and be reflected in next year's SOAS Report.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: School Counseling M.Ed.

Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Excellent alignment to the former CGPS Graduate Student Learning Outcomes to demonstrate graduate-level learning	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Exemplary
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Comprehensive assessment plan incorporates evidence of student learning mastery from multiple rich displays of relevant learning for each LO. Tools have been designed to evaluate mastery at the LO level, ensuring more accurate data for interpreting LO mastery.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.	Good breakout of data by the rubric composite score where that data was more aligned with the specific LO.	The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Exemplary
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Faculty are regularly engaged in practices that enhance student learning and success. It is evident that regular collection and review of quality data informs program decisions and supports ongoing student achievement.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	School Psychology Ed.S.				Date:	10/26/2024
Author(s):	Alyce Hopple					
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.						
How is this program offered? If "Both," data should be disaggregated by campus and distance students.					_X__ Campus ___ Distance ___ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. Data-based Decision-Making: Candidates apply various assessment methods and interpret results to recommend, design, and evaluate responsive services and programs.	SPSY 686	Practicum Evaluation Comprehensive Evaluation Case Intervention Case	Field Supervisor Report Rubric Rubric	Practicum Evaluation: 80% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Evaluation Case: 80% of candidates earn average ratings of 2.5 or higher. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (10/10) earned ratings of "Satisfactory" or higher on 80% of rated items. Evaluation Case: 100% of candidates (10/10) earned average ratings of 2.5 or higher. Intervention Case: 100% of candidates (10/10) earned average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (7/7) earned ratings of "Satisfactory" or higher on at least 80% of rated items. *Evaluation Case: no prior data available. Intervention Case: 100% of candidates (7/7) earned average ratings of 1.5 or higher.
	SPSY 708	Equity Audit and Action Plan	Rubric	Equity Audit: 80% of candidates earn ratings of "Meets Expectations" on 80% of items.	Equity Audit: 100% (10/10) of candidates earned ratings of "Meets Expectations" on 80% of items.	*Equity Audit: no prior data available.

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	SPSY 791	Internship Evaluation Intervention Case Safe, Supportive Schools Project PRAXIS II	Field Supervisor Report Rubric Rubric Licensure Exam	Internship Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher. Safe, Supportive Schools Project: 75% of candidates earn average ratings of 2.5 or higher. PRAXIS II: 67% of candidates score in Average range or above for the identified domain.	Internship Evaluation: 100% (6/6) candidates earned ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 100% (6/6) of candidates earned average ratings of 1.5 or higher. Safe, Supportive Schools Project: 100% of candidates earned average ratings of 2.5 or higher. PRAXIS II: 100% (6/6) of candidates scored in the Average range or above for the identified domain.	Internship Evaluation: 100% (8/8) candidates earned ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 100% (8/8) of candidates earned average ratings of 1.5 or higher. *Safe, Supportive Schools Project: no prior data available. PRAXIS II: 88% (7/8) of candidates scored in the Average range or above for the identified domain.
2. Consultation and Collaboration: Candidates understand and apply effective strategies for working collaboratively with others.	SPSY 686	Practicum Evaluation Comprehensive Evaluation Case Intervention Case	Field Supervisor Report Rubric Rubric	Practicum Evaluation: 80% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Evaluation Case: 80% of candidates earn average ratings of 2.5 or higher. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (10/10) earned ratings of "Satisfactory" or higher on 80% of rated items. Evaluation Case: 100% of candidates (10/10) earned average ratings of 2.5 or higher. Intervention Case: 100% of candidates (10/10) earned average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (7/7) earned ratings of "Satisfactory" or higher on at least 80% of rated items. *Evaluation Case: no prior data available. Intervention Case: 100% of candidates (7/7) earned average ratings of 1.5 or higher.

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	SPSY 791	Internship Evaluation	Field Supervisor Report	Internship Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Internship Evaluation: 100% (6/6) candidates earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Internship Evaluation: 100% (8/8) candidates earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.
		Intervention Case				
		Safe, Supportive Schools Project	Rubric			
			Rubric			
		PRAXIS II	Licensure Exam	Intervention Case: 75% of candidates earn average ratings of 1.5 or higher.	Intervention Case: 100% (6/6) of candidates earned average ratings of 1.5 or higher.	Intervention Case: 100% (8/8) of candidates earned average ratings of 1.5 or higher.
				Safe, Supportive Schools Project: 75% of candidates earn average ratings of 2.5 or higher.	Safe, Supportive Schools Project: 100% of candidates earned average ratings of 2.5 or higher.	*Safe, Supportive Schools Project: no prior data available.
				PRAXIS II: 67% of candidates score in Average range or above for the identified domain.	PRAXIS II: 100% (6/6) of candidates scored in the Average range or above for the identified domain.	PRAXIS II: 88% (7/8) of candidates scored in the Average range or above for the identified domain.
3. Intervention: Candidates design, implement and evaluate evidence-based services to support socialization, learning, and mental health, as appropriate for the needs of their clients.	SPSY 686	Practicum Evaluation	Field Supervisor Report	Practicum Evaluation: 80% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Practicum Evaluation: 100% of candidates (10/10) earned ratings of "Satisfactory" or higher on 80% of rated items.	Practicum Evaluation: 100% of candidates (7/7) earned ratings of "Satisfactory" or higher on at least 80% of rated items.
		Comprehensive Evaluation Case	Rubric	Evaluation Case: 80% of candidates earn average ratings of 2.5 or higher.	Evaluation Case: 100% of candidates (10/10) earned average ratings of 2.5 or higher.	*Evaluation Case: no prior data available.
		Intervention Case	Rubric	Intervention Case: 75% of candidates earn average ratings of 1.5 or higher.	Intervention Case: 100% of candidates (10/10) earned average ratings of 1.5 or higher.	Intervention Case: 100% of candidates (7/7) earned average ratings of 1.5 or higher.

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	SPSY 708	Equity Audit and Action Plan	Rubric	Equity Audit: 80% of candidates earn ratings of "Meets Expectations" on 80% of items.	Equity Audit: 100% (10/10) of candidates earned ratings of "Meets Expectations" on 80% of items.	*Equity Audit: no prior data available.
	SPSY 791	Internship Evaluation Intervention Case Safe, Supportive Schools Project PRAXIS II	Field Supervisor Report Rubric Rubric Licensure Exam	Internship Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher. Safe, Supportive Schools Project: 75% of candidates earn average ratings of 2.5 or higher. PRAXIS II: 67% of candidates score in Average range or above for the identified domain.	Internship Evaluation: 100% (6/6) candidates earned ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 100% (6/6) of candidates earned average ratings of 1.5 or higher. Safe, Supportive Schools Project: 100% of candidates earned average ratings of 2.5 or higher. PRAXIS II: 100% (6/6) of candidates scored in the Average range or above for the identified domain.	Internship Evaluation: 100% (8/8) candidates earned ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 100% (8/8) of candidates earned average ratings of 1.5 or higher. *Safe, Supportive Schools Project: no prior data available. PRAXIS II: 88% (6/8) of candidates scored in the Average range or above for the identified domain.
4. Research and Program Evaluation: Candidates apply research to practice and use sound research design to guide, monitor, and evaluate their practice.	SPSY 686	Practicum Evaluation Comprehensive Evaluation Case Intervention Case	Field Supervisor Report Rubric Rubric	Practicum Evaluation: 80% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Evaluation Case: 80% of candidates earn average ratings of 2.5 or higher. Intervention Case: 75% of candidates earn	Practicum Evaluation: 90% of candidates (9/10) earned ratings of "Satisfactory" or higher on 80% of rated items. Evaluation Case: 100% of candidates (10/10) earned average ratings of 2.5 or higher. Intervention Case: 100% of candidates (10/10)	Practicum Evaluation: 100% of candidates (7/7) earned ratings of "Satisfactory" or higher on at least 80% of rated items. *Evaluation Case: no prior data available. Intervention Case: 100% of candidates (7/7) earned average ratings of 1.5 or higher.

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				average ratings of 1.5 or higher.	earned average ratings of 1.5 or higher.	
	SPSY 708	Equity Audit and Action Plan	Rubric	Equity Audit: 80% of candidates earn ratings of "Meets Expectations" on 80% of items.	Equity Audit: 100% (10/10) of candidates earned ratings of "Meets Expectations" on 80% of items.	*Equity Audit: no prior data available.
	SPSY 791	Internship Evaluation Intervention Case Safe, Supportive Schools Project PRAXIS II	Field Supervisor Report Rubric Rubric Licensure Exam	Internship Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher. Safe, Supportive Schools Project: 75% of candidates earn average ratings of 2.5 or higher. PRAXIS II: 67% of candidates score in Average range or above for the identified domain.	Internship Evaluation: 100% (6/6) candidates earned ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 100% (6/6) of candidates earned average ratings of 1.5 or higher. Safe, Supportive Schools Project: 100% of candidates earned average ratings of 2.5 or higher. PRAXIS II: 100% (6/6) of candidates scored in the Average range or above for the identified domain.	Internship Evaluation: 100% (8/8) candidates earned ratings of "Satisfactory" or higher on 80% of rated items in this domain. Intervention Case: 100% (8/8) of candidates earned average ratings of 1.5 or higher. *Safe, Supportive Schools Project: no prior data available. PRAXIS II: 88% (8/8) of candidates scored in the Average range or above for the identified domain.

*Data are unavailable because this evaluation tool was first fully implemented during the 2023-2024 academic year.

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	Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?
Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	• Candidate performance suggests positive outcomes across measures and between years. For this reporting cycle, each benchmark was met, suggesting effective preparation and assessment practices across modalities (e.g., summative projects, fieldwork evaluations). Consideration of factors that support student success highlight the benefit of individualized advising, mentoring, and flexibility within the Ed.S. program. Further, consistent communication with employers and field supervisors has supported timely and accurate data collection and intervention. • We are closely monitoring the newly implemented evaluation tools to determine if they are fulfilling their intended utility (e.g., providing greater diversity to summative requirements). Preliminary data (i.e., all candidates meeting goals for all new tools) are suggestive that expectations were clearly communicated during this transition period and that new summative projects may support analysis of a greater diversity of tasks.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
New Enrollment	13	12	10	11	10
Continuing in EdS	11	14	15	14	18
Total Enrollment	24	26	25	25	28
Continuing in PhD/PsyD	0	3	1	1	1
Retention from Previous Year	85%	96%	77%	90%	85%
Completers	6	4	7	6	

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	• The Ed.S. program has consistently maintained higher enrollments for several years as compared to prior years (i.e., 2019 and prior). Consideration of data suggests that this is due, in part, to establishing and maintaining a clear and consistent course schedule (i.e., all classes occur one day each week). This has allowed us to recruit students who might otherwise experience a barrier to beginning graduate education. Additionally, this supports clear and effective communication, as the structure allows for streamlined scheduling, minimizing the likelihood for miscommunications or surprises concerning program requirements. • Maintaining consistent communication with community stakeholders and potential field supervisors has also likely supported program recruitment.

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	Consistent and timely communication with surrounding organizations has allowed applicants and their employers to more realistically consider the feasibility of completing our program prior to making an enrollment decision. These practices, among others, have allowed us to maintain enrollment near or at maximum capacity permitted by our accrediting bodies.
What student success indicators are concerning?	In 2022-2023, we experienced a lower-than-ideal retention rate. We speculated that this might be an outlier, but still worked to further support candidates through (a) additional faculty and (b) additional intervention and supportive activities. Analysis of candidate withdrawal patterns suggests that candidates most commonly leave the program during the first fall semester. At the program level, we have been focused on how we might better support our first-year candidates.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	See above.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Last year, we planned to implement a variety of new summative projects for the Ed.S. program, aimed at increasing the diversity of tasks at the summative level. As each candidate has met all stated goals (both of old and new evaluation tools), we consider these data reflective of clear communication and transparent guidelines. We were effective in mentoring our candidates during these new projects and will continue to monitor and adjust expectations as needed to best reflect a strong diversity of summative experiences and measures for our candidates.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	All candidates successfully completed practicum, internship, and culminating experience requirements. Completers had a 100% post-graduation employment rate. Our incoming cohort remains consistent with prior years, supporting stronger enrollment trends. We believe this positive shift in our enrollment is largely impacted by the increased organization and clarity of requirements that comes from our adjusted course schedule and curriculum. These data are highly suggestive of successful recruitment and student support efforts, which we plan to continue for 2024-2025.

Through data review, we have noted that candidates are most likely to withdrawal during the first semester of training. In effort to better support our candidates and to improve retention rates, we have considered additional supports for candidates at this level. For 2024-2025, we have organized mentorship programs, formal pairings and discussions among candidates across cohorts, and we have collected data from candidates who have withdrawn to consider their opinions regarding available supports and demands of participating in the program. We plan to consider delivery options and |

	resources to determine if we can support a greater diversity of candidates, encouraging persistence through the program.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	No new resources will be needed to support continued development and planning. The program is consistently engaged in community organizations and maintains a regular process of developing new partnerships for fieldwork placements, which supports data collection and community outreach.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	For 2024-2025, we will consider how to bolster our retention rates – especially for first-year candidates. We will implement mentorship programs (as described above) and will also produce supportive media (e.g., recorded interviews with successful candidates), additional program-level practice/work periods, and review options for course delivery and utilization of candidate resources (e.g., trips to campus).
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	We regularly communicate with our stakeholders who are also supervisors. The communications include a summary of program successes, reminders, and plans (e.g., adjusted summative requirements). In addition, we have involved field supervisors in our efforts to review and revise key assessments (e.g., changes to evaluation forms, master's case requirements, Ed.S. project). We plan to continue this practice as we revise and adjust our materials going forward.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: School Psychology Ed.S.

Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	Some LOs are very compound, but this isn't an issue unless you run into measurement challenges. The described measurements and evaluation tools seem made to address this issue.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Excellent strategy that draws data from multiple rich and relevant measures of student learning mastery for each LO. Good use of tools and scoring that isolate data only for the aligned LO, increasing the accuracy of inferences that can be made from the data. Excellent use of the Praxis II and its complementary domain scores for aligned LOs.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Clearly demonstrated commit among faculty to understand student learning, use evidence to inform pinpoint areas for improvement, and create strategies for improvement based on findings.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	School Psychology Ph.D./Psy.D.	**Date:**	10/26/2024
Author(s):	Alyce Hopple		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			_X__ Campus ___ Distance ___ Both

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	**Assignment/Activity**	**Evaluation Tool** i.e. rubric, exam key, preceptor evaluation, etc.			
1. Data-based Decision-Making: Candidates apply various assessment methods and interpret results to recommend, design, and evaluate responsive services and programs.	SPSY 686	Practicum Evaluation Comprehensive Evaluation Case Intervention Case	Field Supervisor Report Rubric Rubric	Practicum Evaluation: 80% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Evaluation Case: 80% of candidates earn average ratings of 2.5 or higher. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (1/1) earned ratings of "Satisfactory" or higher on 80% of rated items. Evaluation Case: 100% of candidates (1/1) earned average ratings of 2.5 or higher. Intervention Case: 100% of candidates (1/1) earned average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (2/2) earned ratings of "Satisfactory" or higher on at least 80% of rated items. *Evaluation Case: no prior data available. Intervention Case: 100% of candidates (2/2) earned average ratings of 1.5 or higher.
	SPSY 708	Equity Audit and Action Plan	Rubric	Equity Audit: 80% of candidates earn ratings of "Meets Expectations" on 80% of items.	Equity Audit: 100% (1/1) of candidates earned ratings of "Meets Expectations" on 80% of items.	*Equity Audit: no prior data available.

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	SPSY 793	Advanced Practicum	Field Supervisor Report	Advanced Practicum Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Advanced Practicum Evaluation: 100% of candidates (5/5) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Advanced Practicum Evaluation: 100% of candidates (3/3) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.
	SPSY 891	Doctoral Internship	Field Supervisor Report	Doctoral Internship Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Doctoral Internship Evaluation: 100% of candidates (2/2) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Doctoral Internship Evaluation: 100% of candidates (1/1) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.
2. Consultation and Collaboration: Candidates understand and apply effective strategies for working collaboratively with others.	SPSY 686	Practicum Evaluation Comprehensive Evaluation Case Intervention Case	Field Supervisor Report Rubric Rubric	Practicum Evaluation: 80% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Evaluation Case: 80% of candidates earn average ratings of 2.5 or higher. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (1/1) earned ratings of "Satisfactory" or higher on 80% of rated items. Evaluation Case: 100% of candidates (1/1) earned average ratings of 2.5 or higher. Intervention Case: 100% of candidates (1/1) earned average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (2/2) earned ratings of "Satisfactory" or higher on at least 80% of rated items. *Evaluation Case: no prior data available. Intervention Case: 100% of candidates (2/2) earned average ratings of 1.5 or higher.
	SPSY 793	Advanced Practicum	Field Supervisor Report	Advanced Practicum Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Advanced Practicum Evaluation: 100% of candidates (5/5) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Advanced Practicum Evaluation: 100% of candidates (3/3) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.
	SPSY 891	Doctoral Internship	Field Supervisor Report	Doctoral Internship Evaluation: 100% of candidates earn ratings	Doctoral Internship Evaluation: 100% of candidates (2/2) earned	Doctoral Internship Evaluation: 100% of candidates (1/1) earned

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				of "Satisfactory" or higher on 80% of rated items in this domain.	ratings of "Satisfactory" or higher on 80% of rated items in this domain.	ratings of "Satisfactory" or higher on 80% of rated items in this domain.
3. Intervention: Candidates design, implement and evaluate evidence-based services to support socialization, learning, and mental health, as appropriate for the needs of their clients.	SPSY 686	Practicum Evaluation Comprehensive Evaluation Case Intervention Case	Field Supervisor Report Rubric Rubric	Practicum Evaluation: 80% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Evaluation Case: 80% of candidates earn average ratings of 2.5 or higher. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (1/1) earned ratings of "Satisfactory" or higher on 80% of rated items. Evaluation Case: 100% of candidates (1/1) earned average ratings of 2.5 or higher. Intervention Case: 100% of candidates (1/1) earned average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (2/2) earned ratings of "Satisfactory" or higher on at least 80% of rated items. *Evaluation Case: no prior data available. Intervention Case: 100% of candidates (2/2) earned average ratings of 1.5 or higher.
	SPSY 708	Equity Audit and Action Plan	Rubric	Equity Audit: 80% of candidates earn ratings of "Meets Expectations" on 80% of items.	Equity Audit: 100% (1/1) of candidates earned ratings of "Meets Expectations" on 80% of items.	*Equity Audit: no prior data available.
	SPSY 793	Advanced Practicum	Field Supervisor Report	Advanced Practicum Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Advanced Practicum Evaluation: 100% of candidates (5/5) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Advanced Practicum Evaluation: 100% of candidates (3/3) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.
	SPSY 891	Doctoral Internship	Field Supervisor Report	Doctoral Internship Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Doctoral Internship Evaluation: 100% of candidates (2/2) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Doctoral Internship Evaluation: 100% of candidates (1/1) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.

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4. Research and Program Evaluation: Candidates apply research to practice and use sound research design to guide, monitor, and evaluate their practice.	SPSY 686	Practicum Evaluation Comprehensive Evaluation Case Intervention Case	Field Supervisor Report Rubric Rubric	Practicum Evaluation: 80% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain. Evaluation Case: 80% of candidates earn average ratings of 2.5 or higher. Intervention Case: 75% of candidates earn average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (1/1) earned ratings of "Satisfactory" or higher on 80% of rated items. Evaluation Case: 100% of candidates (1/1) earned average ratings of 2.5 or higher. Intervention Case: 100% of candidates (1/1) earned average ratings of 1.5 or higher.	Practicum Evaluation: 100% of candidates (2/2) earned ratings of "Satisfactory" or higher on at least 80% of rated items. *Evaluation Case: no prior data available. Intervention Case: 100% of candidates (2/2) earned average ratings of 1.5 or higher.
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	SPSY 891	Doctoral Internship	Field Supervisor Report	Doctoral Internship Evaluation: 100% of candidates earn ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Doctoral Internship Evaluation: 100% of candidates (2/2) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.	Doctoral Internship Evaluation: 100% of candidates (1/1) earned ratings of "Satisfactory" or higher on 80% of rated items in this domain.

*Data are unavailable because this evaluation tool was first fully implemented during the 2023-2024 academic year.

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	Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	• Candidate performance suggests positive outcomes across measures and between years. For this reporting cycle, each benchmark was met, suggesting effective preparation and assessment practices across modalities (e.g., summative projects, fieldwork evaluations). Consideration of factors that support student success highlights the benefit of individualized advising and mentoring within the doctoral programs. Further, consistent communication with employers and field supervisors has supported timely and accurate data collection and intervention. • New summative tools were utilized during 2023-2024 in effort to greater diversify candidate activities and evaluative opportunities. All candidates met established goals for these new tools, suggesting clear communication and transparent standards. We will continue to monitor and adjust these new tools. • We continue to examine strategies to reduce time-to-completion and support students in the research process. We are also working closely with our accrediting bodies to support accreditation of the Psy.D. program. We anticipate an accreditation decision in early 2025.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
New Enrollment	3	2 (PsyD)*	3	1	3
Continuing from EdS	0	2 (PhD), 1 (PsyD)	1	1	1
Continuing in PhD/PsyD	15	13	10	10	14
Total PhD/PsyD Enrollment	18	15	10	10	14
Retention from Previous Year	89%	89%	87%	100%	100%
Completers	3	3	0	1	

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Individualized advising and mentoring continue to support retention and completion. We have further supported timely completion by requiring candidates to complete their research proposals prior to internship. This has helped to reduce the time that candidates might be "ABD." Further, we continue to support retention through consistent and scheduled contact with "ABD" candidates, setting short-term goals that support completion of the research project.
What student success indicators are concerning?	Enrollment numbers continue to be smaller than intended. Due to factors beyond our control (i.e., lack of site visitors due to COVID), completion of the accreditation process with the American Psychological Association (APA) for the Psy.D. program

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	has been delayed. We are working closely with this professional body to secure accreditation as soon as possible. At the time of this report, we have completed a site visit with APA and are anticipating feedback in early 2025. During the interim, we have targeted recruitment efforts at working professionals in the surrounding community. Our recruitment efforts have succeeded in attracting a small number of candidates each year; we anticipate recruitment efforts will be better supported once the program is accredited through APA.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	See above.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Prior assessment plans largely surround recruitment. Though our enrollment numbers are not as strong as we would like, we are working diligently to earn accreditation and market the Psy.D. program. Nearly all current candidates have been identified through our targeted recruitment efforts. We have adjusted our recruitment materials to highlight the unique aspects of our program and degree type. These have been dispersed to universities, HBCU's, and school districts in effort to generate larger pools of potential applicants. We anticipate that these efforts – combined with a continuation of our ABD policies – will produce increases in cohort size, stable year-to-year retention, and reduce time-to-completion statistics within the next five years.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	All candidates successfully completed practicum and internship requirements. Further, all benchmarks were met for the 2023-2024 academic year. This suggests effective education, advisement, and assessment practices, which we plan to continue for the 2024-2025 year. Once we have secured accreditation with APA for this new program (anticipated in 2025), we believe the novelty and flexibility of the degree type and program will serve to address and alleviate the difficulties observed with the Ph.D. program. We anticipate seeing an increase in our enrollments and cohort sizes over the next few years.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	No new resources will be needed to support continued development and planning. The program is consistently engaged in community organizations and maintains a regular process of developing new partnerships for fieldwork placements, which supports data collection and community outreach. Program faculty frequently communicate with accrediting bodies to be sure we are prepared to meet expectations of the accreditation process.

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What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will direct activities to support recruitment (described above). We have also revised expectations of the advanced research project for Psy.D. students, which will, hopefully, reduce time-to-completion. Additionally, this year we revised our preliminary examination procedures, which we are hoping will better support candidate preparation and progression.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	We regularly communicate with our stakeholders who are also supervisors. The communications include a summary of program successes, reminders, and plans (e.g., adjusted summative requirements). In addition, we have involved field supervisors in our efforts to review and revise key assessments (e.g., changes to evaluation forms, master's case requirements). We plan to continue this practice as we revise and adjust our materials going forward.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: School Psychology Ph.D.
Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	Some LOs are very compound, but this isn't an issue unless you run into measurement challenges. The described measurements and evaluation tools seem made to address this issue.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Excellent strategy that draws data from multiple rich and relevant measures of student learning mastery for each LO. Good use of tools and scoring that isolate data only for the aligned LO, increasing the accuracy of inferences that can be made from the data.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

				Mature
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Clearly demonstrated commitment among faculty to monitoring and understanding student learning and success throughout the program.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	BS in Special Education		Date:	Nov.1, 2024
Author(s):	Rebecca Hinshaw & Lynn Scott			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			__X_ Campus ___ Distance ___ Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
#1-1.2 Candidate will identify the disabilities covered in IDEA, including category characteristics and learner characteristics	No Course	Licensure Exam	Licensure Exam	80% passing rate is threshold established by accrediting organization.	Less than 10 students took the licensure exam. The pass rate was 100%	The prior report also indicated that less than 10 students took the licensure exam, with a 91.1% pass rate. While we still have fewer students taking the licensure exam, the increase to 100% pass rate is encouraging and we believe represents our students' learning outcome. This was a new assessment in SPED 314, as we moved it from the previous SPED 321 course.
	SPED 314	Designing an Instructional Unit UDL	Rubric	80% of students score meets or exceeds • 3 rubric indicators for category and characteristics of learner	The assessment was given in the Fall 23, with 13 students in the class. The 3 rubric indicators (development char., diverse factors, & adapting standard)	

Updated May 2024

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					were used for this outcome and 100% of the students scored meets or exceeds.	The previous data also indicated 100% of the students scored meets or exceeds. We plan to continue to use this in SPED 314 as it is a better fit with the content. We believe it represents our students' learning outcome 1.2.
#2-2.4 Candidate will develop an inclusive program for a student with exceptional learning needs	SPED 321	Writing an IEP	Rubric	80% of students score meets or exceeds • 17 rubric indicators address IDOE Exceptional Needs-Mild Intervention Standard 4: Individualized Program Planning and Implementation	The assessment was given in the Fall 23 and Spring 24 to a combined number of 19 students. 95% of the students scored meets or exceeds on 12 indicators. 89% scored meets or exceeds on the remaining 5 indicators with scores of developing and does not meet also demonstrated. Combined, 92% of the students scored meets or exceeds on the 17 rubric indicators and this exceeded the goal of 80%.	This was the first time that this assessment was used to determine 2.4 student outcome and specifically looking at the 17 rubric indicators that addressed IDOE Exceptional Needs-Mild Intervention Standard 4. Time is spent in the course in developing all aspects of the rubric and the IEP. Focusing on the results, we plan to include additional opportunities for goal writing and evaluation. We plan to continue to use
	SPED 402	Case Study	Rubric	80 % of students score meets or exceeds. • 5 rubric indicators	The assessment was given in the Fall 23 and the Spring 24, to a	

| | | | | | combined total of 15 students. 100% of the 15 students scored at meets or exceeds on the 5 indicators (Present level; addressing learner needs; evidence-based strategies; curriculum; specially designed instruction). | this and believe it addresses outcome 2.4.

The Case Study assessment was used in a previous report but has not been used to address this student outcome 2.4. The previous report looked at aspects of collaboration and all students scored meets or exceeds. In SPED 402, the time is spent on developing all aspects of the rubric and Case Study. Focusing on the results, we plan to continue to use the assignment and believe it addresses outcome 2.4. |
| #3-2.5 Candidate will appropriately develop, individualize, apply and interpret assessments with regards to students with exceptional needs | SPED 215 | Positive Behavior Support Plan | Rubric | 80% of students score meets or exceeds
• 10 rubric indicators address IDOE Exceptional Needs-Mild Intervention Standard 3: Assessment | The assessment was given in the Fall 23 and Spring 24. Looking at the Fall 23 data, 80% of students scored meets or exceeds on 6 indicators. 59% scored meets or exceeds on the remaining 5 indicators | This is the first time that we have used this assessment to look exclusively at Standard 3, Assessment. Being a 200-level course, it is likely the first time the students |

					with scores of developing and does not meet also demonstrated. Indicator "reporting data using technology" had the greatest number scoring at developing. Looking at the Spring 24 data, 85% of the students scored meets or exceeds on 7 of the indicators. 66% scored meets or exceeds on the remaining 3 indicators with scores of developing and does not meet also demonstrated. Indicator "assessment collecting data" had the greatest number scoring at developing.	are completing all aspects of assessment addressed in 2.5. We plan to continue to use this assessment and believe that it addresses 2.5, Assessment. Focusing on the results, we realize that some are still at the developing level in assessment, and we plan to provide additional examples, opportunities to practice and supports in the course.
	SPED 402	Case Study	Rubric	80% of students score meets or exceeds • 10 rubric indicators address IDOE Exceptional Needs-Mild Intervention Standard 3: Assessment	The assessment was given in the Fall 23 and the Spring 24, to a combined total of 15 students and 93.3% of the students scored meets or exceeds on the 10 indicators. The indicator, "communicating progress with technology-graphing" had one student score at developing.	This was the first time that this assessment was used to determine 2.5 student outcome and specifically looking at the 10 rubric indicators that address IDOE Exceptional Needs-Mild Intervention Standard 3:

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						Assessment. The Case Study has the candidate working individually with a student and appropriately develop, individualize, apply and interpret assessment results-all elements of student outcome 2.5. We plan to continue to use this assessment and will provide additional instruction and in-class opportunities for using technology in presenting data in a graph.

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	We believe that all three of the listed student outcomes are positive and provide insight into how our students are doing with the expectation of the assessments and also address the expectations of special educators. Understanding the laws and learners, developing inclusive programs and assessment are essential skills for special educators. The use of technology can be challenging for some students, so we plan to monitor and address this by providing more in-class opportunities to use and explore technology.

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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	We believe that all three of the listed student outcomes are success indicators and trending positive.
What student success indicators are concerning?	We have less total number of students in our program (majors and minors).
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	We believe that while our numbers are down, we continue to have students successfully pass the licensure exam each year-with 100% this past year and the previous year was 91.1%. This is above the 80% pass rate required by our accrediting agents.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	We have looked at our rubrics and courses and have moved one of our rubrics/assessments to another course. As indicated from the previous report, we focused on 2.4 Inclusive programs and 2.5 Assessment in this report. We continue to be a part of a grant opportunity that integrates Science of Reading methodology into reading instruction and have gone forward with the re-design of our Special Ed. program to integrate the four reading courses into it. We are also a part of the CIDDL grant that looks at implementing technology and supports into instruction- we see this as a way to strengthen our students' digital use and knowledge. Reflecting on practice, we have seen success in having our student use micro-teaching, simulations, and explicit instruction format of lesson planning-and will continue to use these in our courses.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Moving forward, we have begun changes in our Special Ed. program for our major. We want to reduce the overall credits/hours of our Special Education major by aligning the curriculum more closely with the state's Special Education preparation standards. As part of this process, faculty determined that Special Education majors are not required to master the same content standards as Elementary Education students-these changes will reduce the number of hours for majors, and we believe increase our number of majors and improve student learning success. Also, the Special Ed majors and minors will be required to take the four reading courses that are aligned with Science of Reading, and this should lead to greater success in teaching reading.

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What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	We will continue to work with the Blumberg Center to support professional development opportunities for our students. We will also continue working with the Elementary and Secondary education faculty in our department.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	1,1 Legal 2.1 Content 3.3 Reflection
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Findings were shared in the Special ed. area meeting and department faculty meeting.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Special Education BS

Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Excellent use of a comprehensive assessment strategy. Multiple points of data inform analysis of each LO. Measures represent professionally relevant, rich displays of learning. Clear employment of analytical rubrics designed to generate scores directly aligned to the LO in question.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.	Excellent discussion of the results, particularly in relation to relevant rubric indicators for independent LOs.	The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Exemplary
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Excellent comparison of data and analysis of student performance over time.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	Masters of Science in Speech-Language Pathology		Date:	10/31/2024
Author(s):	Vicki Hammen & Communication Disorders program faculty			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			__X_ Campus ___ Distance ___ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
LO 3.0 Competently administer, interpret and report the results of assessment instruments and procedures.	CD 627	Clinical report generating assignment. Students are given data and information for a fictional client; however, the information is not organized correctly. They have to create a clinical report including a diagnosis and treatment plan	Rubric	80% of students will earn an 85% score	13/18 students (72%) received a score of 85% or higher on the report writing assignment with a range of 70%-94%	Since last year was the first time this activity was used to assess LO 3.0, we wanted compared the results from last year to this year. In Spring 2023 85% of students achieved the benchmark.
LO 3.0 Competently administer, interpret and report the results of assessment instruments and procedures.	CD 598/697	Pediatric and Adult Case Study in Portfolio	Rubric	80% of students will receive a score of 7.5 or higher and 80% will receive a higher score on the adult case as	19% of students had a score of 7.5 on the pediatric case and 62% on the adult case. Scores on the pediatric case ranged from 4-10 points and from 6-10 points for the adult case. 75% of students' scores increased from the pediatric to adult case study. 5% were unchanged	The performance for the pediatric case was lower this year than the previous year (41%). The score for the adult case was similar across the two years, 64% for 2023 and 62% in 2024

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					compared to the pediatric	and one student's score decreased. The range of score increase was 1.5 to 4 points.	
LO 1.0-6.0	N/A	Praxis II Specialty Examination in Speech-Language Pathology	Score		100% of students will pass the exam	81% of students passed the exam this cycle. 67% of the cohort passed the exam on the first attempt.	Last year we reported on the percentage of students that scored within the range for each of the three areas tested on the exam. Unfortunately a number of students neglected to include the ISU code on the list to receive score reports so only the final score data was available.

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	LO 3.0 CD 627: The report writing assignment in 2023 was a group assignment and each member of the group received the same score. Students were randomly paired with at least 1-2 other students in the class which meant students of varying individual ability could have benefited from the other group members' skills. Additionally, there was a change in focus for the activity across the two years. In 2023 students identified errors in a report ,whereas in 2024 they had to write a report. Although the 2024 assignment was more functional the changes prevented a direct comparison. In the instructor is considering having an initial group clinical report assignment based on a case study, then a second, individual report assignment. Another modification being considered is a two phase assignment in which errors in a report are identified and then students would write a report for a new case. LO 3.0 CD 598/697: We chose to look at data from two different points in the MS-SLP program for the same LO. CD 627 is taken in the first year while the portfolio is the culminating experience for the MS degree so occurs in the last two semesters of the program in CD 598 and 697 when the students are in their full-time school (598) and medical (697) practicum experiences. Also, a

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	question was raised in last year's assessment feedback whether the scores would be different if the students were provided with the portfolio rubric before submitting the cases. We wanted to look at two years' of data before deciding whether to provide students with the rubric. Analysis of the data indicated that the current group of students struggled with the cases more so than the previous cohort. A concern was that too many students did not analyze the results correctly or failed to accurately identify the areas of need from the results. For example, developing an intervention plan for a speech sound that was not in error. Faculty noted that many students did not correct the errors in or incorporate the edits for the pediatric case study as indicated when they submitted their portfolio for final review.
	CD 598/697 (but not related to course content): This is the highest number of students that did not pass the Praxis II exam on the first attempt in a very long time. Some of the students that required more than one attempt had difficulty with formal assessments in classes. For others the reason for not passing is unclear. We have discovered that recently there are a number of students that do not purchase the course textbook. We have wondered if only relying on notes for test preparation is wise.

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Despite having a significant drop in the number of applicants to our program our enrollment numbers have been fairly steady between 18-20. We are getting more applicants from the larger institutions, such as Purdue and Indiana University.
What student success indicators are concerning?	The low passing rate and test scores are concerning. It is a financial burden on the student when they have to pay for multiple attempts.

Our application numbers are down substantially. In the past few years the number of graduate programs in Speech-Language Pathology in Indiana increased from 5 to 8. The new programs are in the northern portion of the |

	state and we have not had any applications from undergraduates at those institutions since they opened. We can still do better about encouraging persons from diverse backgrounds to apply to and enroll in our program.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	We invite students to complete an exit survey after their degree has been conferred. The survey consists of a number of general questions about the program and then they respond to a series of questions about their perceived knowledge and clinical skills for the core disorders. The responses are a sliding scale from 0 [strongly disagree] to 100 [strongly agree]. We established 70% as a highly positive response. The median scores for questions relating to overall satisfaction with their graduate studies, whether course and program expectations were as described, etc. ranged from 73 to 92. Student rated their satisfaction with their graduate education at 88/100. It should be noted that less than half of the graduates completed the exit survey.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Comparing the results from the two measures for LO 3.0 was informative and the modifications in processes for the activities will, hopefully, influence student success in the future.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Our top priority continues to be recruiting students to our graduate program and providing a high quality graduate program in speech-language pathology. The exit survey had several responses indicating they wanted more experiences with adults and community settings before starting their two, full time external practicum placements. We have re-started the Early Field Experiences this fall so we will look to next year's exit report to see if there is a change in the responses around clinical experiences. We will provide the portfolio rubric to the students and communicate the expectations for passing. As noted above, even though faculty provided extensive feedback on the pediatric case study and other artifacts in the portfolio, many students failed to make corrections prior to submitting the portfolio for final review. Using the rubric data and faculty observations we are changing the process for the pediatric case. Students will submit the case for review within the first 4 weeks of the Spring semester. They will

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	receive feedback on their report at least two weeks prior to the first portfolio deadline. There will be added sections to the portfolio rubric to score the student's response to feedback. Exploring the possibility of providing review sessions for the Praxis II examination will be part of our efforts to improve the first-time passing rate for this exam.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	The community liaison role that is part of a full-time instructor's workload is essential to continuing to provide students with the early field experiences and to develop more community placement opportunities for second year clinicians. It is important that we develop partnerships or relationships with local entities.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will continue to assess the Praxis II data and the case study portions of the portfolio/culminating experience. We will analyze data for Learning Outcomes 1, 2 and 5. The MS-SLP program is undergoing our re-accreditation process this year. Results and feedback from the spring 2025 site visit may provide other focus areas for the coming year.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Multiple faculty gathered the data and provided their analysis. The assessment data was discussed during several program area meetings this fall. Stakeholders can access this report through a link to the Assessment at Indiana State University website.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Speech-Language Pathology MS
Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) *– in most cases; see notes* Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	For LO 3, do either of the assignments allow faculty to determine how well students are administering assessment instruments and procedures, as the outcome describes? It is clear that interpreting and reporting results are assessed in the aligned activities, but it wasn't clear if the case study was hypothetical or based on applied practice. If not, another point of assessment might be helpful.	Mature

				Mature
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Clear connection between findings, areas for improvement, and plans for improvement.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	Student Affairs & Higher Education Masters Program				Date:	November 14, 2024
Author(s):	Kelsey Bogard					
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.						
How is this program offered? If "Both," data should be disaggregated by campus and distance students.					___ Campus ___ Distance **_X_** Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used		Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.	Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity				
Demonstrate professional communication proficiencies.	SAHE 637: Introduction to Student Affairs and Higher Education	**Final Project:** The class will be organized into teams for one project. The material for this assignment requires time to collect, so start early. Each group will be assigned to one of four institutional types: community colleges, liberal arts, colleges, comprehensive universities, and research universities. They will examine the nature of student affairs work at their outside institutional type. Each group will also use the information they gathered to create a student affairs, division in a fictional institution. As a	Rubric	Benchmark: 90%	Actual: 90%	Benchmark: 90% Actual: 95%

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		group, they can choose a name for their institution in describe the organization of student affairs functions there. The final product will be a presentation about their institution and the student affairs division. Each group will create either a PowerPoint presentation or a website and will also provide handouts and references. Their research for this project should include a comprehensive review of the literature about their institutional type and an extensive search of a representative sample of institutions. This could involve web visits or campus visits.				
Achieve mastery of the knowledge required in their discipline or profession.	**SAHE 638:** Student Development: Theory, Assessment, and Application	**Praxis Paper & Presentation**: Referred to as the union of theory and practice (Abes et al., 2019), praxis is used to ground approaches to student affairs work. What is your praxis? For the purpose of this presentation, each student will be asked to consider how critical frameworks might shape	Reflection paper & presentation	Benchmark: 90%	Actual: 100%	Benchmark: 90% Actual: 100%

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their praxis as a student affairs practitioner. For example, how may intersectionality shape the ways in which a program director understands the experiences of Black women students? Given such insight, how might this director empower developmental outcomes for students? What constructs of development may be enhanced?

To complete this paper & presentation, each student will (a) identify a critical framework (b) select a student affairs position and outline responsibilities (c) explain critical framework and its aims/ideas (d) describe how it may be used in their selected position (e) name at least 1 student population it can be applied to and why, and (f) discuss how the use of this framework may improve the developmental experiences of target student population. The paper is 10 double-

		spaced pages. This paper will be written according to APA 7th Edition guidelines. The presentation should be 15 minutes not including questions.				
Recognize and act on professional and ethical challenges that arise in their field or discipline.	**EDLR 655:** Legal Aspects in Educational Administration	**500 Word Essays:** Throughout the semester each student is responsible for writing seven 500-word essays. The essays are intended to allow students to demonstrate their growing skills related to identification of legal issues, application of legal principles, and synthesis and integration of legal topics to practice. Typical questions will involve the presentation of a legal scenario to which they will have to apply the rulings and case law covered in class, or predict the way a court will rule in a lawsuit. Other essays allow students to implement legal guidelines into practice. They can fully answer the question in about 500 words; this	Essay & evaluation	Benchmark: 90%	Actual: 90%	Benchmark: 95% Actual: 100%

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		is the minimum expected for submissions but your essays can certainly be longer if they wish. Excessive use of long quotes are not counted within their 500 words.				

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	**Insights gained:** The assessment of student learning outcomes has provided valuable insights into our program's strengths and areas for improvement. Overall, students have performed exceptionally well on assignments, demonstrating strong individual comprehension and skill application. This indicates that the assignments are well-aligned with course objectives and that students are grasping key concepts. **What's going well:** Students are successfully meeting learning outcomes as evidenced by their performance on assignments, which suggests that our curriculum and teaching methods are largely effective. It's clear they can apply their knowledge when assessed individually, which shows a good foundational understanding of the material. Additionally, students appear capable of achieving high standards when working independently. **Areas to monitor or address:** Although students perform well individually, there is a noted need for more structured in-class time dedicated to collaborative work. This would give students the opportunity to learn from one another, ask clarifying questions, and enhance their comprehension through peer discussion. Increasing group activities may also foster a sense of community and encourage a more interactive learning environment. A concerning trend is that students are not consistently engaging with the required readings. This may be impacting their foundational understanding and limiting the depth of class discussions. To address this, strategies could include integrating reading quizzes, using in-class activities that directly reference

| | readings, or facilitating guided reading discussions to encourage accountability and enhance comprehension.

Moving forward, it will be important to implement and monitor these adjustments to ensure that students not only excel in individual assignments but also develop critical collaborative and reading skills essential for their professional growth. |
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

| What student success indicators are strong or trending positively? | Our on-campus enrollment numbers have risen, exceeding pre-COVID levels. This trend is a strong indicator of renewed and sustained interest in our program among traditional college students. The growth suggests that the program's value and relevance continue to resonate with prospective students, likely due to effective recruitment, word-of-mouth reputation, and perhaps a general resurgence of on-campus engagement.

The enrollment increase also points to the success of our outreach strategies and the program's reputation. Higher enrollment often correlates with a positive perception of program outcomes and career opportunities, indicating that students see tangible value in obtaining a degree in Student Affairs and Higher Education. |
|---|---|
| What student success indicators are concerning? | The drop in distance program enrollment is concerning, particularly given the growing demand for flexible learning options in higher education. This trend may suggest that prospective students, many of whom are working professionals, are struggling to balance the financial burden of continued education without adequate employer support. This decline could impact program sustainability, particularly if distance learners remain a crucial demographic.

A key factor contributing to this enrollment drop is the decrease in employer-based financial support. Many distance learners rely on their employers to offset tuition costs, so this reduction in funding opportunities is directly limiting |

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| | their ability to enroll or complete their programs. As financial barriers rise, we may see an increase in student attrition within this demographic, particularly if alternative funding sources are not readily accessible.

Distance learners often bring unique perspectives and experiences to our program, enriching discussions and the overall learning environment. The decline in enrollment may impact the diversity of our student body, as distance learners frequently represent non-traditional students, career changers, and those balancing work with further education. Maintaining a diverse student body is essential for a well-rounded educational experience that reflects the diverse environments our graduates will work in. |
|---|---|
| **Share additional relevant student success data not included in the Program Data Profile.** *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).* | While enrollment is an encouraging metric, tracking related data—such as retention rates, academic performance, graduation rates, and student satisfaction—will provide a fuller picture of student success. Additionally, monitoring post-graduate outcomes (e.g., employment in the field, advanced study) will further strengthen our understanding of how well the program meets students' long-term career goals. This comprehensive approach will help us continue to align program objectives with student needs and professional trends. |

3. Continuous Quality Improvement

| **Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.** | The action plan focused on three primary areas: enhancing collaborative learning opportunities, increasing support for student engagement with course readings, and improving accessibility of resources for distance learners. Here's a summary of progress in each area and their impact on student learning and success outcomes:

1. Last year, we integrated more group assignments and in-class discussions to foster collaborative learning. This change has positively impacted student learning outcomes, as evidenced by improved scores in group-oriented assignments and higher levels of class participation. Students report feeling more connected to their peers and have noted that these activities help them better understand course content through peer discussions and different perspectives. This adjustment appears to have meaningfully enhanced student engagement and comprehension. |
|---|---|

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	2. To encourage reading engagement, we introduced weekly readings and in-class discussions tied directly to the readings. While I did see some improvement in assignments, feedback shows that students still struggle with maintaining consistent reading habits. Continued focus on this area is essential for deepening students' foundational understanding of course materials. 3. Recognizing that distance learners faced unique challenges, we expanded access to online resources, including virtual office hours and recorded lectures. These efforts have received positive feedback from distance students, who appreciate the increased flexibility. However, enrollment in the distance program remains lower than anticipated, primarily due to financial barriers. While the increased resources have supported the success of current students, funding support continues to be a critical factor impacting overall distance program success and will need to be a priority in future action plans.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	1. Introduce structured peer-led study sessions and peer mentorship groups, allowing students to learn from one another's strengths and experiences. 2. Integrate more project-based, real-world assignments that require group work, preparing students for collaborative work in professional settings. 3. Implement more interactive, low-stakes reading checks (e.g., reflective journals or discussion boards) to help students engage with reading consistently and reinforce key concepts. 4. Include more discussion questions during lecture 5. Partner with the surrounding institution's financial aid and career services to create a guide that provides more information on scholarships and grants for students. Continued monitoring and adjustments will ensure that our action plan effectively addresses evolving students' needs and supports their academic and professional success.
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	1. Center for teaching and learning 2. Library services/ writing center 3. Financial aid 4. Leaning on alumni and professional network partnerships
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	To mitigate these issues, we should consider exploring alternative funding opportunities for distance learners, such as partnerships with employers or alumni scholarships specifically designated for online students. Additionally, enhancing our outreach to potential distance learners and providing targeted financial advising could help prospective students identify available resources. Addressing these financial

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	barriers is essential to reversing the decline in distance program enrollment and supporting the success of this critical group.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty members play an integral role in the assessment and analysis of student learning outcomes within our program. They contribute by developing assessment tools, reviewing student work, and analyzing data related to performance on key assignments and activities. Faculty collaborate to set and revise learning objectives and ensure alignment with professional standards and program goals. Additionally, each faculty member brings unique insights from their interactions with students, which enriches the interpretation of assessment data and ensures a holistic understanding of student progress. Once the assessment is complete, findings are shared in several ways to ensure transparency and encourage collective action: 1. Faculty meetings 2. Departmental retreats 3. Departmental/College-wide reports

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Student Affairs & Higher Education MS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.) *– in some cases; see notes*	It is hard for me to tell if the results that are reported are the overall score on the assignment, or just the score from the part of the assignment rubric that aligns with the specific LO being measured (e.g., for LO1, only the score on the part of the final project rubric that measures professional communication proficiencies should be reported for this LO).	Developing

Results & Analysis		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used	I can't tell how many students met or exceeded the goal of 90%, or is that the average score on the assignment? Since a rubric is being used, the component score from the rubric would be the most useful thing to report, and that can be incorporated into the performance goal.	Developing
Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal reflects reasonably high expectations for students in the program		
		Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used		
		Faculty insights gained from findings are discussed in thoughtful detail		
		When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)		
		When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)		Mature
Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings		
		Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty		
		Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed		
		A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment		
		Assessment findings are shared with program faculty and any applicable stakeholders		

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	M.Ed Teaching and Learning		Date:	
Author(s):	Kevin Bolinger			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			___ Campus ___ Distance ___ Both	

1. **Student Learning Outcomes Assessment** Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Candidates will examine and articulate multiple approaches to curriculum development and implementation	EDUC 660	Curriculum Analysis Project	Summative Assignment	80% of students score 80% or higher on assignment	100% of students in 2024 course reached the 80% benchmark on the curriculum analysis project	100% of Summer 2023 course reached the 80% benchmark on the curriculum analysis project
Candidates will demonstrate knowledge and application of assessment principles	EDUC 611	Comprehensive Assessment Project	Summative Evaluation	80% of students score 80% or higher on assessment	100% of students in Summer 2024 course reached the 80% benchmark on the Comprehensive Assessment Project	100% of students in Summer 2023 course reached the 80% benchmark on the Comprehensive Assessment Project
Candidates will communicate knowledge of and demonstrate the ability to practically apply classroom and behavior management strategies	CIMT 650	Classroom management plan	Final Project	80% of students will score 80% or higher on classroom management plan	100% of students in Spring 2024 course completed their classroom management plan with at least 80% proficiency	100% of students in Spring 2023 course completed their classroom management plan with at least 80% proficiency
Candidates will apply research methodologies to propose and carry out an action research project	EDUC 775	Action Research Project	Final project	100% of students will score 80% or higher on	90% of students in spring 2024 course completed their action research	100% of students in spring 2023 course completed their action research

Updated May 2024

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				their action research project		project with at least 80% proficiency

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	All of the available data indicate that the program is achieving its desired benchmarks on performance indicators. No further action is needed to address this data, but new benchmarks have been established to align our expectations with the data as seen in the last 3 cycles

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The data indicators show a level and high degree of proficiency among our M.Ed candidates. Total enrollment remains stable but still below our capacity to deliver the programgiven faculty resources which are stretched with the inclusion of the transition to teaching program. A few of the students in that program have applied to and entered the M.Ed, but we can probably improve the matriculation of these students into the degree program.
What student success indicators are concerning?	The numbers of students moving directly into the degree program from the certification program are lower than hoped for. We could structure an end of program experience for the Transition To Teaching program which might help increase the numbers of students who move into the degree program.
Share additional relevant student success data not included in the **Program Data Profile.** *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	Data could be collected on the Transition to Teaching program but no additional data is needed to assess the M.Ed program

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3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	In August, 2024, the M.Ed program committee moved the benchmarks for 660,611, and 650 from a minimum of 80% proficiency to 90% proficiency to align expectations with the trends in the data over the last 3 cycles.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Since some courses in the program include both degree seeking students and initial certification program students. It may be helpful to parse out this data to see if the indicators show a difference between practicing experienced teachers and interns studying to enter teaching. If the data does not show a differentiation it may be likely that we need to use better more discrete indicators for our program evaluation
What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*	Use of graduate office in BCOE to breakout data from the two programs across courses which are shared by both sets of students
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will use the same benchmarks for next year with the revisions noted above to increase expectations on performance
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The graduate program committee will report to the entire faculty, most involved with graduate education, at the first spring department meeting. Breakout sessions will allow for anecdotal input into perceptions of success of our M.Ed program.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Teaching & Learning MEd
Evaluation: Mature

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Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	<<I can't tell from the information provided what evaluation tools were used to determine student performance (e.g., rubric, etc.)	Developing

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described	It was noted that for the last LO, reported results were not based on student performance evaluation, but on completion of the project. Also, you can omit data for students who didn't turn in work, as it isn't a reflection of their mastery of the LO (just of their inability to turn in the work).	Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Good notes on how faculty might disaggregate data from degree-seeking and certification program student in the future. Since the SOAS report is a program-level analysis, it is only necessary to report on students in the degree program, but it can often be helpful to look at all students in program-offered courses, which you may choose to do in this case.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.